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ABSTRACT

This collection of eighty-six secondary level career guidance practices contains the following nine types of activities: novel practices such as games and role enactments, volunteering, field trips, special career emphases, intern/extern practices, work experience and exploration practices, exchanges, mobile practices, and educator in-services. A standard format (including a description of the activity, its objectives, a planning check list, a list of needed resources, procedures for gaining support of the practice, possible barriers to its implementation, activity management considerations, evaluation procedures, the name and address of the source of the activity, suggestions for effective implementation, and suggestions for additional activities) is followed for each practice. Student/parent pop courses, a rent-a-kid program, a temporary odd job employment service, and a community job development and placement program for graduating students are among the novel career guidance activities described. A totel of fourteen activities using community volunteers (including senior citizens) in a career guidance capacity are provided, and fourteen career day/week/month activities are presented. Job shadowing, exploratory community service activities, and a parent-student swap day are among the work experience practices discussed. (Related documents contain similar career guidance activities for the elementary and postsecondary levels--see note.) (MN)

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ED197079

COMMUNITY-BASED

CAREER GUIDANCE PRACTICES

VOL II - Secondary Level

Project No. DVE 02F21

Collection and Dissemination of
validated Career Guidance
Activities Utilizing Community Resources
Part C, Voc. Ed. Act.

Dale H. Melton
Project Director
Manatee Junior College
P. O. Box 1849
Bradenton, FL 33506

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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June 1980

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CATEGORIES OF PRACTICES

I. Novel Practices

II. Volunteering

III. Field Trips

IV. Special Career Emphases (Day, Week, Month)

V. Intern / Extern Practices

VI. Shadowing / Work Experience / Exploration

VII. Exchanges

VIII. Mobile Practices

IX. Educator Inservice

Title of Community-based Practice Parent/Student Pop Courses

Suggested level(s) for use (elementary, middle/junior high school, college/ university, adult) High School

Description of the practice

Twice each school year, a rural high school conducts three-day elective pop courses for its students and community members. Selection of topics is based on student interest and expert-teachers for the mini-course/ workshops are brought in from surrounding areas in the state.

Sample Objective(s)

To provide opportunities for students and members of the community to gain valuable skills and related learning in an area of interest.

Planning Checklist

1. Student interest survey - rate first, second, and third choices.
2. Decisions about which pop courses will be taught
3. Identification of and commitment from experts in the fields to be taught
4. Assignment of students to pop courses
5. Location of facilities for those courses to be taught away from the school (and alternatives, if necessary)
6. Promotion among students and in community.

Resources Needed

1. External funding
2. Student tuition (used only for materials for take-home projects or outside charges, e.g., for bowling)
3. Materials
4. Teacher-experts (paid honoraria and expenses)
5. Student, faculty, community assistance in promotion, set up, clean up, and other activities involved in implementation
6. Facilities other than the school, in some instances, e.g., horse training at a local ranch.

Procedures for Gaining Support of the Practice

1. Planning based upon student interest
2. Involvement of students and other persons in all stages, as appropriate, of planning, implementation, follow-up.

Possible Barriers to Implementation

Lack of funding
Failure to see the need for and value of the practice
Not enough staff time to conduct assessment, make contacts for expert-teachers, and other necessary activities.

Management Considerations

1. Careful selection of best available expert for each area of interest.
2. Public relations - publicity before and after the events.
3. Budget planning and control.

Evaluation Procedures

Student and community-participant reactions to each pop course
Teacher expert critique of the 3-day activity and his/her course in particular

Other Pertinent Information/Comments (such as possible variations)

One-fourth credit is awarded from completion of any of the three-day, eighteen hour elective courses.
Seniors are given preference when demand for a course is greater than available spaces.

Source(s) for this practice

Name Tom Eaton, Principal

School/College/Other organization Garfield County High School

Address Jordan, MT 59337

Telephone __________ (area) __________ (number)

Title of Community-based Practice: Community-based Career Education for Gifted and Talented Students

Suggested level for use: Secondary

Description of the Practice:

High school seniors participate in a three-phased career education program for gifted and talented students. Designed to utilize the public school, the university (and/or college, community college), and the business sector as classrooms for learning, this triadic model combines guidance, mentoring, and on-the-job training as an alternative approach to serving the unique career development needs of this special population.

Sample Objectives:

Participants will demonstrate increased skills in self-investigation and evaluation of their interests, aptitudes, and abilities. Participants will demonstrate increased knowledge of career information.

Planning Checklist:

- Organize and implement screening procedures for participant identification.
- Identify "Classrooms for Learning" outside the regular school setting.
- Plan and schedule Phase I, Guidance Laboratory (both activities & resource people).
- Plan and enlist mentors for PhaseII, Mentorship Laboratory.
- Plan and enlist supervisor for Phase II, Internship.

Resources Needed:

Materials and tests for screening and the guidance laboratory. Personnel to coordinate and implement the program.

Procedures for Gaining Support of the Practice:

- Community Awareness
- Use of materials already available through pilot agency.
- Parental interest
- Student interest

Possible Barriers to Implementation:

The greatest barriers to implementation are a rigid school administrator and inflexibility of scheduling.

Management Consideration:

The person charged with the responsibility of implementation must also have authority to make decisions.

Evaluation Procedures Recommended:

Pre and post testing
Parent and community ratings

Other Pertinent Information:

The program has demonstrated its flexibility in a variety of situations. It can be implemented all or in part as the school district desires.

Source of this Practice:

Sharon Colson, Ph.D.
Texas A & M University
Center for Career Development & Occupational Preparation
College of Education - Texas A & M University
College Station, Texas 77843

(713) 845-2436

Title of Community-based Practice: Business/Student Dialogue Activity

Suggested level(s) for use (elementary, secondary, postsecondary)

Description of the Practice:

This practice is for senior students and some teachers who express interest in participating. They meet with persons to discuss business-related topics in a day-long session, including lunch.

Sample Objective(s)

Make students aware of business world.
Let business see where students are "at".

Planning Checklist

Resources Needed

Basic materials on profit systema and business responsibility.

Procedures for Gaining Support of the Practice

Just do it. It sells itself as long as participants are honest and don't try to give a "snow job".

Possible Barriers to Implementation

Somehow you have to give union issue "fair" time to respond.

Management Considerations

Evaluation Procedures Recommended

Students and business participants both.
Students should have a pretest on economic facts on profit percentages in business, taxes, and percentage of dollar to wages and fringe.

Other Pertinent Information or Comments (such as possible variations)

Keep initial programs small and manageable and then grow later.

Source(s) of this practice:

Name: Mary A. Agria, Director

School/College/Other organization Mid-Michigan Community
Action Council

Address P. O. Box 102, 608 Wright Avenue
Alma, Michigan 48801

Telephone 517 , 463-6404 463-6424
(area) (number)

Title of Community-based Practice: Rent-A-Kid Activity

Suggested level for use: ______

Description of the practice:

Sponsored by the cooperative extension service and funded by CETA, this practice enables students to find jobs during the summer. More importantly, it provides some training and subsequent certification in the area of placement.

Sample Objectives:

To make available to students, often too young for regular employment or career exploration, opportunities for short-term employment

To assist students in the job-seeking process

To offer service to the community

Planning Checklist:

Public Relations, in-school - in community, bulletin board service,
Authenticity checking of jobs
Restrictions on kinds of jobs
Parental permission, when needed
Follow-up

Resources Needed:

Supervision, bulletin board notices
Forms for employer, employee, parent
Filing system
Newsletter

Procedures for Gaining Support of the Practice

Newsletter, announcements, word of mouth, public relations

Possible Barriers to Implementation:

Kinds of work offered
Verification a time consuming task
A great deal of professional time must be available to run program

Evaluation Procedures Recommended:

Keep accurate records and request work reports from employers, employees. The value of the work experience is important to evaluate. Attitude development in student should receive some attention -- anecdotal or formal. . .

Other Pertinent Information or Comments (such as possible variations):

This is a very demanding program to operate. We have recently turned ours over to the Council Rock Youth Service Center.

If you have the person, volunteer or otherwise to be available to verify baby sitting jobs and jobs offered from unknown community persons, you can make the program work and offer a real service to kids and the community.

Jobs considered were:

Baby sitting, garage cleaning, window washing, painting, yard and garden work, house cleaning, party help, etc., jobs that under-age kids can perform of a short term, one-time nature.

Source of this Practice:

M. S. Turner/Thomas Smitheman
Council Rock School District
Twining Ford Road
Richboro, PA 18954

Title of Community-based Practice: Telephone System Using Taped Career and Employability Skills Information

Suggested levels for use: Students (secondary) and adults

Description of the practice:

This practice involves the operation of a telephone information system providing career occupational, personal, and social information by means of telephone.

Sample Objective:

To provide consistent standardized answers to frequently asked questions by students in grades nine through twelve

Planning Checklist:

The key ingredient in the operation of the system is an automated telephone answering system which has spaces for 278 continuous tapes. The most complicated and difficult part of the project was the development of an ongoing committee system that generated ideas for tapes and produced completed, continuous tapes for use within the system.

Resources Needed:

Continuous tapes

Automated telephone answering system

Budget for operation and generation of new tapes

Procedures for Gaining Support of the Practice:

Continuous publicity is the key, using a variety of techniques:

All forms of free publicity were exploited, including a notice in every adult school brochure which went to every home in the community.

Free runs in school newspapers

Use of the back side of PTA newsletters

Insertion of brochure in public water bills, electric bills, and telephone bills

Possible Barriers to Implementation:

Difficulty in producing additional tapes that are responsive to the system

The difficulty in generating a continuous flow of publicity(Use of the system is proportional to the continuous flow of publicity)

Generating an annual budget for operation

Documenting the effectiveness of the system in relationship to competing sources for funding

Management Considerations:

Integration of this system and other ongoing systems in career centers -- For instance, no additional staff was hired to operate this system.

This system demands constant attention or it lapses into obsolescence. Also, people do not see the immediate utility of developing and writing tapes.

Evaluation Procedures:

The system was evaluated with a random sample of 1200 students out of a total population of 20,000 with 300 students selected at the ninth grade, tenth grade, eleventh grade, and twelfth grade. This evaluation was used for the production of additional tapes and revisions made in the system during its operation. No study was published.

Other Pertinent Information:

This system could be used by any kind of a public agency that provides standardized answers to commonly asked questions. It could be used for occupational, educational, social information. It is a very effective, efficient system. In terms of evaluation and total program cost, it was estimated that it costs approximately fifty cents for a positive student contact, i. e., a telephone call and three minutes of information.

Source of this practice:

Thomas J. Jacobson, Director
Grants and Contract/School Improvement
Grossmont Union High School District
Box 1043
La Mesa, California 92041

714 - 462 - 9710

Title of Community-based Practice Explorer in School Homeroom Activity

Suggested level(s) for use (elementary, secondary, postsecondary)

Ninth and Tenth graders

Description of the Practice:

For ninth and tenth graders, this activity is held at homeroom period. Whenever possible, parents, explorer personnel (business men and women), and alumnae are invited.

Sample Objective(s)

1. To explore careers open to young women
2. To help young people to become aware of their present and future roles in society.
3. To learn from persons engaged in diversified professions.
4. To recognize the need for preparation in various careers and/or for college study.

Planning Checklist

1. To have a list for the year with dates for monthly meetings in the beginning of the school year to avoid conflict of dates for faculty meetings, school assemblies, student council meetings, etc.
2. To arrange Explorer Posts according to first interest indicated on the Career Interest Survey.
3. To have initial assembly with whole group to explain Explorer Posts to students and moderators.

Resources Needed

1. Good relationship with school coordinator and executive director of the EXPLORERS
2. Involvement with business and professional organizations and individuals
3. Responsible officers for each Post
4. Notebook for each Explorer Post secretary
5. Stationery and postage for thank-you notes for speakers.

Procedures for Gaining Support of the Practice

1. Distribution and completion of the career Interest Survey supplied by Narragansett Council for computerization and return to guidance department.
2. Approval of administration and faculty.
3. Explanation to parents of 9th & 10th graders.
4. Arrangement of 12 or 13 posts according to student preferences; lists for Moderators, etc.

Possible Barriers to Implementation

No apparent barrier - if a girl cannot pay the fee of $3.50 there is no obligation. The fee covers subscription to monthly magazine, insurance fee, membership in an out-of-school Post. However, since this is a part of the career education program, the girl is expected to be present at the Post in which she indicated her first interest.

There are approximately three hundred girls who become members. At the end of the year these girls receive certificates, and if they have been outstanding they receive additional recognition.

All explorer Posts assemble in the auditorium for the final meeting to which an interesting speaker has been invited. Late May, 1979, Nancy Cahir, Alumna of the Academy, told the students and moderators how her early experience as a member of an out-of-school Explorer Cadet Program began her interest in Law Enforcement. She continued this in her senior year in Community Classroom with released time on Wednesdays. Through this she received payment for her summer work in the East Providence Police Department. In September she will become a senior at Bryant College where she is still engaged in phases of Law.

Then the Executive Director of Exploring, Mr. Anthony Gwazdowski, congratulated the girls on the work of the year, distributed awards to those who had distinguished themselves.

Management Considerations

Classrooms provided - Lists on bulletin boards in cafeteria and/or homerooms with names of Posts, names of girls in each Post, names of officers. Provide the secretary with a list so that she may note the absence of member list of each moderator. In 1979, we have President, Corresponding Secretary, and Recording Secretary.

Evaluation Procedures Recommended

Prepare sheets for Post secretaries so that they can ask members to write an evaluation. These evaluations are optional. They are returned to the coordinator. The coordinator keeps them for some time.

Other Pertinent Information or Comments (such as possible variations)

These are the Explorer Posts: Health, art, Social Services, Law and Government, Science and Engineering, Business and Commerce. Usually there are three Posts for Health; three for Art: two for Social Services; sometimes one for Law & Government, and occasionally two for this post; sometimes two for Science and Engineering, and at times only one; one for Business and Commerce.

Source(s) of this practice:

Name Sister Mary Bernard

School/College/Other organization St. Mary's Academy, Bay View

Address 3070 Pawtucket Avenue, Riverside, RI 02915

Telephone 401 (area) 434-5149 (number)

Title of Community-based Practice: Audio-Tape Career Library

Suggested level(s) for use (elementary, secondary, postsecondary)

Post Secondary or Secondary

Description of the practice:

A variety of people involved in different career fields are interviewed concerning their work. Interviewers conduct and tape-record these interviews using a set of predetermined questions. These questions (see attached) were developed jointly by the staffs of the Placement Service and Counseling Center. These tape-recorded interviews are catalogued and placed in the Placement Services Library for student use. These tapes can be constantly updated and expanded.

Sample Objective(s)

1. Expand the career alternatives for students based on greater knowledge of employment fields.
2. Provide information about a particular career field for a student.
3. Make this information readily available to students to facilitate their career exploration.

Planning Checklist

1. Interviews must be pre-arranged.
2. Questions must be sent to interviewee in advance.
3. Interviewers must be notified as to time and place of interview.

Resources Needed

1. Good qulity tape-recorder to make tapes.
2. Supply of audio tapes (60 min.).
3. Tape recorder for tape playback.

Procedures for Gaining Support of the Practice

Need for better career information is evident, therefore, project experienced no lack of support.

Possible Barriers to Implementation

Some areas may not have a sufficient number of career fields represented locally.

Management Considerations

None

Evaluation Procedures Recommended

A brief survey instrument will be developed and administered to each person using these interview tapes. These users will be provided the opportunity to evaluate the information they received and to make suggestions for improvements and additional career fields to be interviewed.

Other Pertinent Information or Comments (such as possible variations)

See attached letter of explanation and questions.

Source(s) of this practice:

Name Raymond H. Thrift, Jr.

School/College/Other organization Placement Services

The University of West Florida

Address Center for Cooperative Education & Placement Services

Pensacola, Florida 32504

Telephone 904 (area) 476-9500 ext. 401 (number)

Questions

1. What are your typical responsibilities?
2. What kind of preparations do you have to make to successfully carry out your work responsibilities?
3. What do you do during a typical day? Take yesterday for instance.
4. A. When you get up in the morning, what part of your work do you look forward to the most?

   B. What part of your work do you look forward to the least?
5. What kind of person are you? How would you describe yourself as related to interests, skills, aptitudes, likes and dislikes?
6. What attracted you to this kind of work?
7. How did you get into this kind of work?
8. What kind of training was provided to you by the employer?
9. In your judgement, what kind of person succeeds in this field? (Personality traits and work habits)
10. A. How much time do you give to the job?

    B. How much time do you have for family and/or leisure activities?
11. What are the various promotion paths available to a person in this kind of position?
12. What kind of additional training and experience is required for promotion?
13. What kind of person gets promoted?
14. What rewards do you receive from this kind of work?
15. As you talk with your contemporaries in this field, what do you project as its employment outlook for the next 12-18 months?

Audio-Tape Career Library

We appreciate your willingness to participate in this project. A few words of explanation are in order.

What we are attempting to do through this project is to provide students information about what it is really like to be in a particular job, the daily duties and responsibilities of the position, and the kind of person that it takes to be a success in that field. Much is written about the entry requirements for various positions, yet there is a lack of information available to students concerning the kind of person that it takes to succeed in this work. With this information, though, the student can do a better job evaluating various vocational alternatives.

Students are eligible for a number of vocations. Knowing that they are eligible and knowing basic requirements still does not answer the questions (1) Can I be satisfied in this field? (2) Can I be successful in this field? (3) Can I be in this field and still be myself?

This is the kind of information that we are attempting to collect for various career fields through this project. The attached list of questions will provide the interviewer with some of this information. Your interview will be tape-recorded and placed on file in our Placement Services Library for student use.

Thank you again for your willingness to participate in this project.

Sincerely,

Raymond H. Thrift, Jr.
Director of Placement Services

Title of Community-based Practice: Cobweb Learning Fair

Suggested levels for use: all levels

Description of this practice:

This unique one-day Kansas practice involves the entire community in participatory creative activities with wide career implications. Having wide sponsorship and held in a city park, the activity involves learning areas, such as photography and computer workshops, as well as a large variety of arts and crafts.

Sample Objectives:

To provide an opportunity for people of all ages to work together and realize that all have something to offer to each other

To provide an opportunity for people to "express" thrmselves in various ways (art, sewing, drama, physical activities, etc.).

Planning Checklist:

Initiate a steering committee made up of community people, public school teachers and administrators, university faculty and administration, and university and high school students.

Develop activities, get workers for each area, and gather materials.

Orient public school students and choose which students will attend.

Make arrangements for media coverage.

Involve the city recreation department.

Resources Needed:

City park or some such facility
Paints and paint brushes
Material and thread
Cream for butter
Candle paraffin
Rocks
Microscopes
Fishing rods

and much more.

Procedure for Gaining Support of the Practice:

Make sure that many persons from all aspects of the community are involved on the steering committee and in the planning. These people should be creative and enthusiastic. Such groups represented might be: senior citizens, PTA, area arts and crafts association, city recreation, and others.

Possible Barriers to Implementation:

Time — It takes about four or five months of good planning.

Cooperation — It requires many people working together willing to do their share.

Weather — It must be a bright sunshiny day to be really good.

Money — It requires some financial commitment from someone in order to purchase all the materials needed.

Management Considerations:

Even though many, many people are involved in the actual implementation of the activity, it takes several "key" persons who are willing to spend a little extra time coordinating the efforts and making sure that all loose ends are tied together.

Source of this Practice:

David Huffman, Assistant Superintendent
Unified School District No. 250
510 Deil
P. O. Box 298
Pittsburg, KS 66762

316 - 231 - 3100

UPDATE ON ENVIRONMENTAL COBWEB V

Listen to KOAM or KSEK-KMRJ at 7:00 a.m. There will be an announcement as to whether the Environmental Cobweb will be held (in case of rain).

FACTS TO REMEMBER

1. Bring a shopping bag to carry your things. Name, school, and grade should be written on the bag with a magic marker. There will be a special place for you to keep your bag.
2. Restroom facilities will be available.
3. Drinking fountains will be in working order.
4. Wear clothing that is comfortable and will not be harmed by the types of activities that are planned.
5. Bring sack lunches (no lunch boxes or thermos bottles). Name and school should be clearly written on the sack.
6. If coats or sweaters are necessary this day, please adhere a piece of masking tape to student's coat with his/her name and school clearly written on it.
7. Students should bring NO MONEY.
8. Elementary students should bring no purses.
9. Nurse and first aid services will be available.
10. EVERYONE MUST CHECK IN AND OUT. Check out and information will be located on the south side of the Lincoln Center.
11. There will be supervision of participants by teachers, community people, and college students.
12. There should be no spectators; participants - yes.
13. Milk and cookies will be served with lunches.
14. Bring your own poems so that the poets may read them.
15. Report back to your class concerning your day at the Environmental Cobweb.
16. PLEASE READ THE ATTACHED SHEETS CAREFULLY. There are some events for which you will need to bring an object in order to participate.

IF YOU SHOULD NEED ANY HELP JUST LOOK FOR A COBWEB GUIDE. THEY WILL BE WEARING WHITE SHIRTS WITH COBWEBS DRAWN ON THE BACK OF THEM.

TEACHER'S INFORMATION CONCERNING ENVIRONMENTAL COBWEB

1. Students should wear their name tags to the Environmental Cobweb. Names should be printed on the name tag the morning of Thursday, May 5 before students leave their buildings (first and last names, school and grade).

2. Students need to have a scrap of paper (the same color as their name tag) attached to their sack lunch. The student's name and grade should be clearly written on the scrap of paper. This applies to junior high students also (ex. LJHS 7 - Jane Smith).

3. Stress to students that everyone must CHECK IN and OUT. No one is to leave the park without coming to the south side of Lincoln Center to check out.

4. Explain to your students that if they have any questions they can ask a Cobweb Guide. They can find the Cobweb Guides because they will be wearing white shirts with cobwebs drawn on the back of them.

5. Students may bring (and are encouraged to do so) sacks or shopping bags in which to carry their materials. The bags should have their name, school and grade written on them with a magic marker. There will be a check stand located in the swimming pool area where they may keep their bags if they so desire.

6. Students will be called to lunch by town criers using portable loud speakers. 1st, 2nd, and 3rd graders will be called at 10:45; 4th, 5th, and 6th graders will be called at 11:15; junior high students will be called at 12:00. All lunches are to be checked in at the bath house and will be distributed from there at lunch time. Milk and cookies will be furnished. Students must have on name tags in order to get their milk and cookies.

7. In the past, we have had a great deal of trash left over from lunch time. Please encourage your students to remember that each of them is responsible for his/her own litter. If everyone does his/her part it will certainly help keep the park looking pretty.

8. Encourage your students to bring their own poems so that the poets may read them.

9. Encourage your classroom participants to report back to their class concerning their day at the "Environmental Cobweb."

10. Attached is a bus schedule for your information. Please discuss with your students the times that they will be leaving. Encourage them to LISTEN for the town crier who will be announcing when the buses are leaving for each school.

11. All participants will be receiving a map and a complete list and description of all the areas at Environmental Cobweb. These will be distributed so that students will have an opportunity to take them home and study them.

Title of Community-based Practice: In-School Industries

Suggested level(s) for use (elementary, secondary, postsecondary) ________

Description of the practice:

This Michigan practice provides help from local volunteers in the establishment of student-run, classroom based manufacturing firms and businesses. The major impetus comes from a community action Council.

Sample Objective(s)

Teach basic enterprise system - business and labor and finance.

Planning Checklist

Resources Needed

Small amounts of material for small products

Procedures for Gaining Support of the Practice

Find a willing teacher and do it. Make it work!

Possible Barriers to Implementation

Trying to make it too complicated

Management Considerations

Limit it to at most 2 hours a day for two weeks. Have found kids don't retain interest if longer.

Evaluation Procedures Recommended

Individual teacher and comments from students

Other Pertinent Information or Comments (such as possible variations)

Source(s) of this practice:

Name Mary A. Agria, Director

School/College/Other organization Mid-Michigan Community
Action Council.

Address P. O. Box 102, 608 Wright Avenue
Alma, Michigan 48801

Telephone 517 (area) 463-6404 463-6424 (number)

Title of Community-based Practice Job Opportunity Forum

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) High School

Description of the practice

Jointly sponsored by the schools and the local chambers of commerce, this variable one-to-two-day practice provides graduating seniors with interviews by local companies of interest. It also serves the companies by providing pre-screeened potential employees to fill job openings.

Sample Objective(s)

1. To provide at least two job interviews, in area of interest, for 60% of the high school graduates not placed prior to the Job Opportunity Forum.
2. To increase student knowledge of area companies, their products and services.
3. To provide employers with a minimum of 30 pre-screened high school graduates to interview for entry-level job openings.
4. To create a human resource bank from which employers may draw manpower when employment openings occur.

Planning Checklist

1. Invite representatives from local Chambers of Commerce and County Guidance Association to an organizational meeting.
2. Send questionnaire letter to prospective business and industrial participants with a cover letter from participating Chamber of Commerce urging their cooperation in the program.
3. Gather data from returned slips, tabulating the number and names of potential business participants and the number of possible employment opportunities.
4. Conduct a second committee meeting with members of the Chamber of Commerce and County Guidance Association representatives.
5. Disseminate second questionnaire.
6. Collect completed and returned questionnaires and compile lists of job openings by title and job requirements.
7. Send list of employment possibilities, with job description and qualifications, to guidance departments of participating high schools.
8. Collect names of qualified seniors desiring interviews for each job.
9. Construct a schedule of interviews, allowing approximately 15 minutes for each.
10. Send a schedule of interviews to each company representative--be sure the correct name of the student is listed.
11. Send an interview schedule to each high school guidance department.
12. Arrange for publicity in local and school newspapers.
13. Several days prior to the Forum, confirm all schedules with schools and companies involved.
14. Construct evaluation forms for students, educators and participating companies.

15. Conduct the Job Opportunity Forum.
16. Conduct evaluation.
17. Send thank you letters with results of evaluation to all participanting high school guidance departments, Chambers of Commerce, businesses and industries.

Resources Needed

1. Prospective employers
2. Facility with individual rooms or areas, such as a motel.
3. Funding for facility, luncheon, secretarial assistance, materials, and supplies (participating businesses usually assume these costs).
4. Forms - registration, schedules, evaluation, etc.

Procedures for Gaining Support of the Practice

1. Assurance that all involved persons understand the objectives of the practice.
2. Involvement of representatives of all sponsoring organizations in planning (Step 1 under "Planning Checklist").
3. Solid support from chamber of commerce including cover letter with questionnaire to participating companies.
4. Wide publicity in local and school newspapers.

Possible Barriers to Implementation

1. Unavailability of funds
2. Facility without individual rooms for interviews
3. Failure to follow careful step-by-step planning process, including confirmations
4. Too little or too much time scheduled for interviews

Management Considerations

1. Planning based upon assessment of available positions and student interest
2. Selection and involvement of key individuals
3. Securing funding and use of budget to achieve objectives
4. Delegation of responsibilities/authority to implementers
5. Setting and following a time schedule.

Evaluation Procedures

1. Interviewer evaluation (enclosed).
2. Student evaluation (enclosed).
3. Educator evaluation.

Other Pertinent Information/Comments (such as possible variations)

1. Possible to combine demonstrations by companies interviewing and by others.
2. Waiting area could have slide or movie presentations dealing with career clusters.

Source(s) of this practice

Name Director

School/College/Other organization Central Jersey

Industry Education Council

Address 71 Main Street

Woodbridge, New Jersey 07095

Telephone

(area) (number)

INTERVIEWER

EVALUATION FORM

COMPANY____________________

STREET____________________

CITY____________________STATE____________________

NAME OF INTERVIEWER____________________PHONE & EXT.____________________

1. Do you feel that the program is worthwhile?____________________
2. Number of students hired or scheduled for follow-up interview____________________
3. How many students did you interview?____________________
4. Out of the _____ students you interviewed, what number of students were worth seeing?____________________
5. Is 15 minutes sufficient time for an interview?____________________
6. Are the facilities adequate?

   _____ Yes _____No

   Comments on facilities____________________

   ____

   ____
7. Should the program be held next year?____________________
8. Other comments____________________

   ____

   ____

STUDENT EVALUATION FORM

1. Name of School____

2. Number of interviews you attended____________________

3. Prior to the Job Opportunity Forum, have you had interviews for a full-time job?

_____Yes If yes, at school______________________________

_____No at other place or program______________________

4. Do you feel that this program should be continued?

_____Yes _____No

5. Comments regarding company representatives:

____

____

____

6. Suggestions for improving the program:

____

____

____

7. _____ Male _____Female

8. Your major in school________________________________

9. Types of jobs you are looking for:

a. ____

b. ____

c. ____

10. Were you offered a job today?

_____Yes _____No

11. If yes, did you accept the job?

_____Yes _____No

12. If you did not accept, why not?

____

____

____

Title of Community-based Practice: Spotlight on Careers *

Suggested level for use Senior High

Description of the practice:

This is a throughout-the-year Nebraska practice in which academic departments are each assigned three-week blocks to focus on careers relating to their course offerings. The activities tied with each block are speakers, on-site interviews, and shadowing. Advance publicity on each department's activities is regularly provided to students.

Sample Objectives

1. To provide resource people as potential career speakers.
2. To provide on-site shadow or interview experiences for student career exploration.

Planning Checklist

N/A

Resources Needed

Community people willing to work with students on a one-time basis or to be available as speakers.

Sample questions for shadow or interview experiences.

Procedures for Gaining Support of the Practice

Information to counselors for possible referrals
One-to-one contact to career representatives in the community

Possible Barriers to Implementation

No representatives in community for careers students wish to explore

Management Considerations

Preassessment
On-site shadowing and interviewing
Postassessment

Evaluation Procedures Recommended

Individual postassessment following shadow/interview to evaluate the student.
Student evaluates community site experience.

Other Pertinent Information or Comments (such as possible variations)

As awareness of self in connection with exploration of careers can provide a meaningful experience in making a student aware of the many opportunities open to him and in helping him to be better able to make appropriate career choices later. In addition, the world of work can offer many valuable learning experiences. By being involved in this process, the student can earn credit for different learning options.

Source(s) of this practice:

Name Marilyn Mecham

School/College/Other organization

Lincoln East High School

Address Lincoln Public Schools

1000 South 70th St., Lincoln, Nebraska 60510

Telephone 402 (area) 489-5441 (number)

* This program has been discontinued.

Title of Community-based Practice: Toes (Temporary Odd Job Employment Service)

Suggested level(s) for use (elementary, secondary, postsecondary)

Program not restricted to students Goes by age (14-19)

Description of the practice:

This Michigan practice involves screening and short-term employment of high school students. Sponsorship is shared among the schools, a community action council, and the employment agency.

Sample Objective(s)

To give teenagers: job experience, interviewing practice, application and resume practice, social skills needed to cope with often frustrating job hunt, overall ability on how to market yourself.

Planning Checklist

N/A

Resources Needed

Cooperation from local schools, employment office, all other community agencies.
Free ads in local newspapers (keeps overhead down).
1 person fulltime to keep files, issue new forms, work with schools to do daily referrals as needed.
1 telephone located at (preferably) "Neutral" site.

Procedures for Gaining Support of the Practice

Prior to actually starting referring teenagers it was necessary to talk to all local service clubs, Chambers of Commerce, any other community groups to explain purpose and procedure. Convince school placement people the project would not step on their "turf" and get cross referrals, i.e., full time jobs be referred to school people and part time jobs they got be referred to TOES.

Possible Barriers to Implementation

Insurance liability problems - different in every state
Unemployment laws
Minimum wage laws

Management Considerations

In MI we can only refer students (teenagers) and can not handle any wages or even talk about them. The person hired to be coordinator must be sharp and aware of laws. The person needs to work with a great deal of freedom, so must be able to handle it.

Evaluation Procedures Recommended

Monthly placement totals should be kept.
Follow-up calls to requests for kids should be made each time referred.
A continuous screening process.
Also shows need for counseling where applicable.

Other Pertinent Information or Comments (such as possible variations)

It is best to utilize current agencies that do employment referrals; many don't want to be bothered by part time staff and you can glean much from them. Also you can help them by referring fulltime to them.

Source(s) of this practice:

Name Mary A. Agria, Director/Jean Hutinson, Program Director

School/College/Other organization Mid-Michigan Community Action Council

Address Project TOES, P. O. Box 102,
Alma, Michigan 48801

Telephone 517 (area) 463-6404 463-6413 (number)

Title of Community-based Practice Dialogue Groups

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) High School

Description of the practice

Small groups of students and employers meet at a "neutral" location, such as a restaurant, to discuss problems of youth making the school-to-work transition. This practice makes use of carefully arranged seating and a moderator who poses questions to both students and employers.

Sample Objective(s)

To help eliminate some of the unrealistic ideas and expectations about school-to-work transition held by employers, educators, and youth by increasing communication among them.

Planning Checklist

1. Arrange for meeting location
2. Select participants
3. Careful placement of seating
4. Selection and preparation of moderator

Resources Needed

1. Employers willing to meet with students
2. Funding for meals
3. Staff time for planning, selection of participants, etc.

Procedures for Gaining Support of the Practice

1. Communication/publicity among all groups before the event and afterwards (evaluation, pictures).
2. Well-planned (selection of participants, seating, moderator, location) and implemented activity.

Possible Barriers to Implementation

1. Selection of biased or inexperienced moderator.
2. Facility with fixed seating and/or lack of privacy.
3. Lack of funding for meals and minimal staff effort.

Management Considerations

1. Selection of participants and moderator
2. Scheduling
3. General and specific arrangements with restaurant or facility.
4. Evaluation - plan, summary, follow-through

Evaluation Procedures

Participating students, counselors, and employers rate three questions: (1) Today's dialogue session helped me .... (2) My understanding of the students'/employers' expectations has increased .... (3) How do you feel about having more of these sessions in the future? Also, comments are encouraged following the above questions.

Other Pertinent Information/Comments (such as possible variations)

1. Participants suggested videotaping of the sessions for use by others, promotion, etc.
2. Questions focused upon were: What do you want from a job? What will you bring/give to a job (to students)? What do you expect from an employee? What will you give an employee if your obtain from them what you expect? (To employers)
3. Moderator poses questions to participants and graphically illustratesresponses on charts or chalkboard.

Source(s) of this practice

Name John T. Boykin, Jr.

School/College/Other organization Martin County Education Employment Council, Inc. *

Address P. O. Box 311
Williamstown, North Carolina 27892

Telephone 919 (area) 792-4131 (number)

* This council has now been disbanded.

Title of Community based Practice: ACCESS (Arts, Careers and Community)

Suggested level for use: Secondary

Description of the practice:

Special career-related activities for students of a Massachusetts high school as well as persons in the community are scheduled three to five days each week. The ACCESS committee of students and faculty members arranges for speakers, workshops, and a weekly serialized feature length film. Sessions are open to students with unassigned time, small groups or entire classes, and community individuals and groups.

Sample Objectives

To develop understanding of different types of careers and exposure to the decision making involved in individual career planning.

Planning Checklist

1. Invite guest by phone.
2. Notify appropriate teachers.
3. Confirm by letter.
4. Prepare for room, a.v. aids, etc.
5. Evaluation by teachers and students.
6. Thank you to guest by letter.

Resources Needed

Parent-student-staff advisory committee. Community resource file, local public library, local business clubs, publicity camera, poster material, a.v. equipment.

Procedures for Gaining Support of the Practice

Advisory committee as noted above, frequent releases in local papers, dealing with teachers individualy as to needs from outside speakers, conducting workshops inside classroom.

Possible Barriers to Implementation

Teachers are often pressed to "cover their material." Back-to basics parents question validity of some learning experiences.

Management Considerations: Student aides are hard to count on.

Source of this information:

Mrs. Ann Wyman, Max. Ed. Coordinator
Belmont High School
221 Concord Ave.
Belmont. MA 02178
(617) 489-2719

Title of Community-based Practice: Skills Day

Suggested level for use: High School

Description of the practice:

Oregon high school students from three counties meet for a day of competition in eleven vocational areas as well as other activities. Jointly planned and implemented by the secondary-level educators and their community college counterparts, the event provides practice for later competitive events as well as raising the observing students awareness levels of the competition areas. Prior to the day-long event, an evening dinner meeting is held for planning and addressing other types of articulation concerns between the secondary and postsecondary schools

Sample Objectives:

To provide students in vocational areas the opportunity to compete and interact with students from other schools.

To provide the opportunity for students to become acquainted with the local community college.

To provide students with experience in competitive activities prior to district and/or statewide competitive events.

Planning Checklist:

May - establish date for contest (March)
September-meeting of involved teachers and administrators
  a. establish overall guidelines
  b. divide into groups from individual vocational custer areas to:
    - choose leaders
    - assign responsibilities
    - establish contest guidelines
January - send updated contest rules, as pertinent, to administrators, teachers. Also send out blank participation forms
February- a. deadline for contest entry
  b. verify contest sites
  c. order refreshments
  d. recruit necessary extra help
  e. follow-up all aspects
March - a. conduct contest
  b. assess contest
  c. thank all involved indiviudals

Resources Needed:

Contest site(s) e.g., Community College
Equipment necessary for each contest area
Large assembly hall
Cafeteria

Procedures for Gaining Support of the Practice:

Involvement at all appropriate levels -- superintendents/teachers, Community College/high school

Awards:

- Certificates of participation
- Medallions (1, 2, 3, Place)
- Scholarships

Possible Barriers to Implementation:

Transportation from outlying schools
Availability of substitute teachers

Management Considerations:

Contest chairman e.g., Education Service District
Site chairman e.g., Community College person
Contest area chairmen
All instructors involvement to conduct actual event
Follow-up -- Follow-up -- Follow-up!

Evaluation Procedures Recommended:

Preconceived forms do not seem to motivate necessary response. Send to each involved educator, blank sheet of paper on which to record his/her reaction/assessment -- also any student reactions.

Other Pertinent Information or Comments (such as possible variations):

Source of this practice:

Bayard W. Hillway, Coordinator of Vocational Education
Coos County Education Service District
1350 Teakwood
Coos Bay, OR 97420

(503) 269-1611

SKILLS DAY

ESD TIME SCHEDULE

1. By May 15, meet with Vocational Education Directors (high school and college) to select date for next Skills Day. (Be sure to coordinate with community college events, national and state academic and/or athletic events.)

2. By October 1, send mailings to all concerned persons:

    a. Announced date of first meeting.
    b. Send PR material.

3. By October 15, holding meeting of all concerned.

    a. Discuss over-all plans and time schedule.
    b. Break into small groups.
        - choose chairman
        - Rap contest suggestions

4. By November 1, letter to school superintendents and principals.

    a. Inform.
    b. Solicit support.
    c. Advise of need for transport, substitute teachers.
    d. Discuss pizze feed
        - format
        - financing
    c. Ask for appointment of key person from each school.

5. By December 1, guidelines for each contest area must be in hands of ESD (from area chairmen).

6. By December 10, coordinate with community college for necessary space, equipment, scholarships.

7. By December 15, send up-to-date copies of contest guidelines to all persons involved. (High school and community college)

8. By January 5, send out blank forms for listing contestants -- enough for:
    1 to each instructor
    1 to each school key person
    1 to each area chairman
    1 to each community college area representative
    1 to ESD coordinator

9. By February 8, lists of contestants must be send to:

    a. Area chairman
    b. Community college area representative
    c. ESD coordinator

10. By February 10, arrange for pizza feed (pizza, soft drinks, service, security, garbage disposal, facilities, etc.).

11. By February 20, send out pizza tickets according to lists sent in by each school.

12. Miscellaneous:

    Have printed before January 1

    - posters
    - schedules
    - pizze tickets
    - direction signs for college campus
    - forms for listing contestants from each school

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Title of Community-based Practice: Career Readiness Workshop Series

Suggested levels for use:

Secondary (junior high and senior high)

Description of the practice:

The workshop is presented to a class of twenty to thirty girls, one hour every day for a week. The program highlights career choices for women, an interest inventory and the matching of interests with career possibilities, learning about jobs from the Book of Job Facts, filling out an application and role playing an interview, and spin the Wheel of Fortune to get a feel for the different turns life can take over a twenty-year period.

Sample Objectives:

To promote awareness of life and career choices

To stimulate thinking about careers and what the participating students need to do now to better their chances for getting the job they want

To offer experience in proper ways to fill out an application, interview for a job, and budget money.

Planning Checklist:

Wheel of Fortune

Slides

Workbooks

Familiarity with the program

Resources Needed:

School personnel who are looking for this type program

Persons interested in conducting the workshop

Procedures for Gaining Support of the Practice:

Talk with school personnel.

Locate good instructors who can interest the students.

Possible Barriers to Implementation:

School personnel who do not want the program.

Inability to locate instructors

Management Considerations:

Training and locating instructors

School contacts

Updating materials

Evaluation Procedures Recommended:

Pre- and post-tests taken by students

Evaluations by instructors and school personnel

Other Pertinent Information:

Although males have not been included in the program to date, this could be done easily with the right amount of time needed to locate the statistics.

Source of this practice:

Barbara Coder
Director of Youth Department
YWCA of Salt Lake City
322 East Third South
Salt Lake City, Utah 84111

801 - 363 - 0212

Title of Community-based Practice: Community Job Development/Placement for Graduating Seniors

Suggested level for use: Secondary (high school)

Description of the practice:

This practice is designed to aid graduating seniors in their efforts to obtain permanent full-time employment. Successful placement is achieved through the cooperation of the membership of the local Chamber of Commerce.

Sample Objectives:

To have each spring the Chamber of Commerce and the manufacturer's association survey their membership for job openings to which students and recent graduates can apply

To have the local newspapers run free want ads for students

To get public service announcements on all local radio stations

Planning Checklist:

Plan article for the chamber of commerce newsletter.

Plan letter and cards to be sent to chamber members.

Resources Needed:

Postage to be paid by the school district
Clerical time for compiling listing of students
Occupational specialist time with students for obtaining information, screening, and arranging appointments with companies for interviews.

Procedures for Gaining Support of the Practice:

Sell chamber director and, possibly, the education committee.

Possible Barriers to Implementation:

Lack of funds for postage and clerical assistance

Management Considerations:

Evaluation Procedures Recommended:

Subjective evaluation by the OS's and the employers

Include item about the practice on the survey of graduates

Keep track of the number of students hired.

Other Pertinent Information or Comments (such as possible variations):

Strong support for the program comes from the business and industry individuals because of the effectiveness of the program.

Source of this practice:

Ms. Donna Groh
Occupational Specialist, Guidance Services
School Board of Sarasota County
2418 Hatton Street
Sarasota, FL 33577

(813) 953-5000

Title of Community-based Practice: Student of the Day

Suggested level: Secondary

Description of the Practice:

This practice consists of thirty-second Public Service Announcements on Local radio stations describing a graduating senior looking for permanent full-time employment.

Sample Objective:

To obtain full-time employment for graduating seniors who are not continuing their education.

Planning Checklist:

Pre-graduate survey -- item indicating that student wants help with permanent job placement --- which feeds into student of the day and job fair.

Also, other students provide this information to the occupational specialists (OS).

Resources Needed:

Student Forms
Radio station public service time to be obtained by the coordinator
OS is contacted by employer interested in the student; interview is then set up.

Procedures for Gaining Support of the Practice:

Request radio participation by talking with program director.
Inform all OS's about what is happening.

Possible Barriers to Implementation:

Lack of cooperation from the radio stations
Lack of cooperation from the school based O.S.
Lack of personnel expertise & budget for writing spots

Other Pertinent Information:

Establishes good P.R. with community & radio stations

Source of this Practice:

Ms. Donna Groh, Occupational Specialist,
Guidance Services
School Board of Sarasota County
2418 Hatton Street
Sarasota, FL 33577

(813) 953-5000

STUDENT OF THE DAY JOB INFORMATION

NAME: ____

AGE: ____

PHONE: ____

DATE OF GRADUATION: ____________________

SCHOOL: ____

COURSES: ____

____

EXTRA CURRICULAR ACTIVITIES: ____________________________

____

____

INTERESTS AND HOBBIES: ________________________________

____

____

WORK EXPERIENCE: ____________________________________

____

____

CAREER INTENTIONS: __________________________________

____

WORK I DO NOT LIKE TO DO: ______________________________

____

DO YOU LIKE TO WORK OUTSIDE, INSIDE? ______________________

DO YOU LIKE TO WORK WITH PEOPLE? ________________________

WOULD YOU TRAVEL ON YOUR JOB? __________________________

CONTINUITY

CLIENT______________________________________

START______________________________________

STOP______________________________________

_ _ _ _ Student of the Day is   a graduate of Riverview High School. She has completed courses in typing, shorthand, and Business Communications.   has had work experience with a local insurance firm and a savings and loan. She is a very ambitious young lady and would eventually like to hold a good position in management. Any area business interested in hiring is asked to contact Pat Anderson, Occupational Specialist at Riverview High School, 924-1351. Sarasota County graduates make fine employees.

Title of Community-based Practice: Mid-day Program

Suggested level for use: Secondary

Description of the Practice:

This is an exploration program for the Special needs or handicapped held between morning and afternoon teaching sessions. Ten occupational exploration cycles have nine sessions in each occupational area. Instruction is for one hour, three (3) times a week. No more than ten (10) students compose each group.

Sample Objective:

To provide junior high school and freshman students the opportunity to get hands-on/awareness experience in several occupational areas.

Planning Checklist:

Existing occupational classrooms
Enlist services of teachers already teaching these occupational areas.
A special needs aide or teacher to assist the group of special needs students in addition to the occupational teacher assigned.
Supplies
Funding can be supplied by home school based on fraction of regular tuition.

Resources Needed:

Teacher
Classroom
Special Needs Teacher or aide to assist teacher
Transportation

Procedure for Gaining Support of the Practice:

Publicity to the district schools and parents of special needs youngsters

Possible Barriers to Implementation:

It may be difficult to have the teachers give up part of their lunch time to teach special needs students.

Management Considerations:

Remuneration for volunteer teachers.
Facilitator to coordinate program.

Evaluation Procedures Recommended:

Teacher in each cycle evaluates each student. Facilitator forwards copies of evaluations to home school at the end of 5 cycles.

Other Pertinent Information:

The exploration program or Midday Program may be planned for five cycles or half of the school term.

A brochure and sample schedule are available.

Source of this practice:

Anita Cannata, Special Needs Facilitator
Occupational Education, Salisbury Center
Valentines Road and The Plain Road
Westbury, NY 11590

(516) 997-8700

Title of Community-based Practice VICCI (Volunteers in Career and College Information)

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) High School

Description of the practice

Trained community volunteers serving a minimum of one-half day weekly assist students with their career-related needs. Each participating high school establishes a resource room/office for use by the volunteers. Training is conducted by a counselor who provides overall coordination of volunteers activities.

Sample Objective(s)

To increase the effectiveness of the high school's counseling and guidance program by the use of trained community volunteers assuming a variety of non-professional responsibilities.

Planning Checklist

1. Secure endorsement by the local board of education.
2. Secure endorsement from and commitment of the school district's volunteer organization, if any, and plan cooperatively.
3. Obtain board approval of the plan.
4. Raise funds for necessary costs (foundations, combined school district and outside funding sources).
5. Select counselor as director.
6. Plan training courses for volunteers.
7. Select schools to participate.
8. Plan orientation of school staff.

Possible Barriers to Implementation

1. Inadequate orientation and training of volunteers.
2. Not enough funding.
3. Volunteers attempting to assume responsibilities beyond those for which they are trained.
4. Counselor antagonism of non-professionals assisting them.
5. Specific duties and responsibilities of the volunteers not clearly outlined and/or understood.
6. Not enough volunteers willing to commit themselves to work on a regular basis.

Management Considerations

1. Finding funding from one or a combination of sources.
2. Coordinating the efforts of each school's team captain (responsible for volunteers) based on formal evaluation and informal feedback.
3. Making necessary changes.

Evaluation Procedures

Formal evaluation forms (included) are completed by students, school staff, and volunteers.

Other Pertinent Information/Comments (such as possible variations)*

1. Training consists of three special sessions -- (1) Orientation to the VICCI Program, (2) College Entrance Information, (3) Interest Survey Training Session -- and periodic team meetings(see detailed description).
2. Six special services are provided by the volunteers:
    - A. Preparing special materials for students' use;
    - B. Arranging for persons from various education and training institutions, or who represent a particular career field, to speak with students;
    - C. Arranging for student field trips;
    - D. Helping students with needs for unusual or specialized information or assistance;
    - E. Assisting school staff with special projects;
    - F. Setting up, or participating in, programs which are helpful to students, parents, or counselors.

Source(s) of this practice

Name James P. Gordon, Director

School/College/Other organization VICCI

Address 135 Van Ness Avenue, Room 39
San Francisco, CA 94102

Telephone (area) 565-9226 (number)

*Attach any additional materials e.g. forms or articles describing the practice.

VOLUNTEERS IN COLLEGE & CAREER INFORMATION

STAFF QUESTIONNAIRE

PLEASE CHECK:

_____ ADMINISTRATOR
_____ COUNSELOR
_____ TEACHER
_____ OTHER

PLEASE CHECK:

_____ BALBOA
_____ GALILEO
_____ LINCOLN
_____ LOWELL
_____ MISSION
_____ WASHINGTON
_____ WILSON

PLEASE CIRCLE:

Yes	No	Have you visited the VICCI office?
Yes	No	Have you used any of the VICCI materials?
Yes	No	Have you ever sent a student to the VICCI office for information?
Yes	No	If your answer to the preceding question was YES, do you think the student got the help you wanted him (her) to have?
Yes	No	Do you think the VICCI program should be continued at this school next year?

COMMENTS & RECOMMENDATIONS:

VOLUNTEERS IN COLLEGE & CAREER INFORMATION

VOLUNTEER QUESTIONNAIRE

I have worked as a VICCI at (check as many as applicable):

_____ Balboa
_____ Galileo
_____ Lincoln
_____ Lowell
_____ Mission
_____ Washington
_____ Wilson

Are you currently? (check as many as applicable):

_____ A student
_____ Housewife
_____ Employed
_____ Retired
_____ Other
Please elaborate

SEX: _____ Male
_____ Femail

AGE: _____ under 20
_____ 20-30
_____ 30-40
_____ 40-50
_____ 50-60
_____ over 60

LAST EDUCATION LEVEL COMPLETED: (Please circle response)

Grade School: 1 2 3 4 5 6 7 8
High School: 1 2 3 4
College: 1 2 3 4
Graduate School: 1 2 3 4

NUMBER OF CHILDREN _________ AGES, if any _____________________________

Do any of your children currently attend S.F. Schools YES NO

Have any of your children attended S.F. schools in the past? YES NO

FOR HOW MANY YEARS HAVE YOU WORKED AS A VICCI? ___________

DO YOU THINK THE VICCI PROGRAM HAS HELPED STUDENTS?

DO YOU THINK THE VICCI PROGRAM HAS HELPED SCHOOL COUNSELORS?

WHAT HAS BEEN THE MOST REWARDING PART OF YOUR VICCI EXPERIENCE?

WHAT HAS BEEN THE LEAST REWARDING PART OF YOUR VICCI EXPERIENCE?

IS THERE ANYTHING THE VICCI PROGRAM DOES NOT DO THAT YOU THINK WE MIGHT DO?

HAVE YOU EVER ATTENDED ANY OF THE REGULAR VICCI TRAINING SESSIONS?

HAVE YOU SUGGESTIONS FOR TRAINING?

ARE YOU PLANNING TO VOLUNTEER FOR THE VICCI PROGRAM NEXT YEAR?

IF YOU MEET PEOPLE WHO LIKE WORKING WITH YOUNG PEOPLE, WOULD YOU BE LIKELY TO RECOMMEND THE VICCI PROGRAM TO THEM AS A WORTHWHILE EXPERIENCE?

VOLUNTEERS IN COLLEGE AND CAREER INFORMATION

STUDENT QUESTIONNAIRE

1. How well do you know the VICCI program?

   A. I've been to the VICCI office (please continue and answer all the other questions).
   B. I've heard of VICCI but I've never been to the VICCI office (please skip to question 8).
   C. I never heard of VICCI (please skip to question 8).

REMEMBER, IF YOU CHECK B OR C, PLEASE SKP TO QUESTION 8.

2. How did you first learn of the Volunteers in College & Career Information (VICCI) program? From: (Check one only)

   A. Daily Bulletin.
   B. Referred by counselor.
   C. Referred by teacher.
   D. Referred by friend.
   E. By accident (like, I wondered in).

THE FOLLOWING QUESTIONS GIVE US YOUR REACTIONS TO THE VICCI PROGRAM:

3. Did you get the information you needed or wanted?

   A. All of it.
   B. Most of it.
   C. Part of it.
   D. None of it.

4. What was the result of your visit to the VICCI office?

   A. I got some new ideas about my future plans.
   B. It started me thinking about my future.
   C. I didn't find it helpful.

5. Would you come back to VICCI for more college or career information?

   A. I've already been there more than once.
   B. I haven't been back yet, but I might go again.
   C. I don't expect to go back.

6. Would you tell your friends to go to VICCI to get college or career information?

   A. yes
   B. no

7. Should the VICCI program continue at this school next year?

   A. yes
   B. no

THE NEXT QUESTIONS TELL US SOMETHING ABOUT YOU AND WILL HELP US IN PLANNING TO DO A BETTER JOB IN MEETING YOUR NEEDS NEXT YEAR.

8. What grade are you in now?

A. 10th grade
B. L-11th grade
C. H-11th grade
D. L-12th grade
E. H-12th grade

9. Are you?

A. male
B. female

10. Are you?

A. Black
B. Oriental
C. Spanish
D. White
E. Other

11. Do you think you will?

A. Finish high school.
B. Drop out of high school.

12. What do you plan to do after that?

A. Get a full-time job.
B. Be an apprentice.
C. Work and go to school.
D. Go to school full-time.
E. I don't know yet.

13. If you will continue with school, what do you plan to do?

    A. Complete a business or special training program.
    B. Complete a two-year college training program.
    C. Complete a four-year college program.
    D. Complete college and go to graduate school.

14. In general, how much help do you need with your career plans?

    A. A lot of help.
    B. Some help.
    C. No help.

MOVE TO THE RIGHT SIDE OF THE CARD TO INDICATE SCHOOL IN THE SECTION AREA.

Please indicate school by placing X's in the proper columns:

000	Balboa
111	Galileo
222	Lincoln
333	Lowell
444	Mission
555	Washington
666	Wilson

PLEASE USE THE BACK OF THE CARD TO WRITE ANY OTHER RECOMMENDATIONS OR COMMENTS YOU HAVE. PLEASE INCLUDE ANY IDEAS YOU THINK MIGHT HELP US.

THERE IS NO NEED TO PUT YOUR NAME ON THE CARD.

THANK YOU VERY MUCH.

Title of Community-based Practice Community Classroom (Began in Sept. 1973)

Suggested level(s) for use (elementary, secondary, postsecondary) 12th Grade

Description of the practice:

For this practice, planning is begun during the last semester of the eleventh grade. The interested seniors volunteer one day per week without pay. The three foci are: Independent research, community service, and career options. Each student does at least one semester (preferable two semesters) of community service.

Sample Objective(s)

1. To give girls experiential knowledge of a career which interests them
2. To introduce them to the world of work
3. To learn how to serve through volunteerism
4. To help in making decisions about the future

Planning Checklist

1. Information given to parents, students, faculty after approval of administration
2. Directory with names, addresses, telephone numbers of agencies

Resources Needed

1. Good rapport with guidance department
2. Career resource center in addition to special section in school library
3. Membership and attendance at Career meetings
4. Magazine subscriptions for teacher and student use

Procedures for Gaining Support of the Practice

1. Contact with agencies at which former students gave volunteer service
2. Involvement with agencies recommended from time to time
3. Meeting with groups of students occasionally
4. Meetings with individuals
5. This year with the gas situation it may be more difficult to continue with agencies far from the school or from the neighborhood of the students

Management Considerations

Preliminary meetings with parents to acquaint them with contracts between them and the school. Car permissions must be signed by parents and students. Telephone calls or written messages to supervise the activities. Evaluations - student and supervisor - are required to complete evaluations periodically.

Evaluation Procedures Recommended

Evaluations are sent to supervisors mid term with a letter explaining why these are required. Again at the end of the year evaluations are requested. At the initial interview with a sheet provided by the Director of the Community Classroom, there is a stipulation that written evaluations will be requested.

Other Pertinent Information or Comments (such as possible variations)

See attached

Source(s) of this practice:

Name Sister Mary Bernard

School/College/Other organization St. Mary's Academy

Address Bay View, Riverside, RI 02915

Telephone 401 (area) 434-5149 - Home 434-0486 (number)

Other Pertinent Information or Comments

The Explorer program in the 9th and 10th grades forms a good foundation for continuing study of careers open to young women. The program is further strengthened by Alumnae who have great love for the school and are interested in helping the students to develop their potential. These sessions with Alumnae are for the 11th grade students. By the end of the 11th grade, almost all of the girls have reached a definite decision to learn more about some area which appeals to them.

From the 7th and 8th grades teachers and counselors encourage the young people to offer their services in some institution near their own homes. This has really been a remote preparation for their Community Classroom. For example, there is Children's Museum in Pawtucket which requests volunteer service after school, or weekends, or during summer vacations. The camps, especially for retarded, also ask for volunteers; Libraries, too, welcome the young volunteer. Weekly in the papers there is a special column under the caption Volunteers in Action. We advise the reading of this, and if the young person sees something in which she can help--a talent or hobby or work, she may go for an interview and do something for someone else.

Whatever the young person does is recorded in the guidance office in the individual folder. When the girl meets her guidance counselor, there is background which makes the encounter easy and comfortable.

When the junior begins to think about the work for Community Classroom, she and her counselor look through the folder to find special talent(s) or hobbies or interests. It may be that the girl has above average ability in journalism. Several girls in previous years have worked on Wednesdays in a newspaper situation. If a girl expresses interest in this type of work, the counselor gives her the name, address, telephone number of one of the newspapers, suggests a telephone call. The girl takes with her a proposal sheet for the interview.
A liking for retarded children opened work for one girl at Meeting Street School. While she was there she discovered that her artustic ability could be used to advantage with these children. Now she is at college and is deeply interested in Child Development work which she is combining with art. Her goal is to help retarded children in the future.

Another girl had been a figure skater for more than six years and wished to work with physically handicapped children. There was a school in Providence which gave released time to the children at a nearby skating rink.

Some girls prefer political life. One girl who was in an out-of-school program in Law Enforcement at the end of her sophomore year and again in her senior year had employment in the police department of her town. In her Community Classroom she offered her services on Wednesday at the State House. When there was a lull in the office work she attended sessions in progress at the State House. She finished Suffolk College, entered Suffolk University, and February 25 and 26 she hopes to pass the bar examinations.

Those girls who are deeply involved in the Sciences go to the State Department of Health, work in laboratories, continue on in college.

One of the advantages of this Community Classroom is that when the senior has to write why or how she became interested in a specific field, she can write about her experiences. Often the girl returns after an interview that the college has exacted to say the admission officer was particularly interested in a high school girl having such an experience.

In the beginning years we changed some of the girls each quarter. Later we stipulated a semester which proved much better for the girl and for the agency. This past year we encouraged giving a complete year at one place. Of course, there were individual cases where this was not mandatory.

ST. MARY'S ACADEMY-BAY VIEW
3070 Pawtucket Avenue
Riverside, Rhode Island

Evaluation Made By Out-of-School Advisor

1. Agency:

2. Out-of-School Advisor:

3. High School Volunteer:

4. Did the High School Volunteer provide a useful service to the agency?

5. Did the High School Volunteer meet the initial expectations as to her capacity to fulfill the volunteer-internship?

6. Please comment on the High School Volunteer's ability to work in cooperation with other people.

7. Comment on the value of the High School Volunteer program to the agency.

8. What did you know about Bay View at the time you were first contacted to have a student volunteer?

9. From your contact with a Bay View student what impressions have you made about the school she attends?

10. Suggestions for improving the High School Volunteer program.

Thank you very much for your cooperation and help.
Please return this paper to: Sister Mary Susan, R.S.M.
St. Mary's Academy, Bay View (address above)

Title of Community-based Practice: Brown Bag Career Sessions

Suggested level for use : junior high and senior high

Description of the practice:

These informal sessions last from 11 a. m. to 1 p. m. During this time, the resource person chats informally with students. One individual comes to the school each day.

Sample Objective:

To provide an opportunity for practitioners (those now working) and students (those seeking information about careers) to meet informally in a relaxed setting to talk about any aspects of the practitioner's career

Planning Checklist:

Pre-operational, including but not limited to: overall plan, support activities(administration and key staff selection, publicity, categorization and procurement of presenters, space, career materials)

Operational, including but not limited to: invitations, plans for hosting presenter, publicity to general and specific interest groups, preparation of setting

Post-operational, including but not limited to: evaluation of sessions by both students and presenter, thank you notes, follow up with students (career material, further contacts, etc,)

Resources Needed:

Space -- comfortable and relaxed

Career Information -- current, adequate, and varied

Individuals willing and able to chat informally about their career

Time to organize and to implement

Procedures for Gaining Support of the Practice:

Do thorough, but not necessarily rigid, planning.

Present an overview of the plan to the school administrators and/or the key staff members.

Include a few key community leaders in planning (also in presentation to the school administrators, if politically feasible).

Be open to suggestions.

Have no hidden agendas or "surprises" for the administrators.

Possible Barriers to Implementation:

Poor planning

Inadequate, or poorly designed publicity

Vague statement of purpose or objectives

Sketchy communication efforts

Lack of space

Lack of support of teachers in building

Management Considerations:

Scheduling (compatibility with on-going schedule)

Budget (cost of materials and time, both of which are on-going responsibilities of counselors in the provision of career information and counseling

Allocation of space

Evaluation Procedures Recommended:

By students (evaluation to be based on objectives and what students were led to expect)

By presenters

Other Pertinent Information:

As presently operating, the title may be somewhat misleading. Originally, these were held during the lunch period and students and presenters would bring a lunch. Now, the title refers to the time of day. Noon is a good time for some schools. These using this method are adapting to the needs of the school which may be holding it later in the day or earlier in the day. Noon still provides the greatest opportunity for the drop-ins.

Other suggestions are:

The setting should be relaxed and provide for informal conversation about the many aspects of jobs.

Thorough planning is a must.

Planning must recognize the many aspects of the local community.

Cost is minimal if counselors are encouraged to include career counseling as a major part of counseling.

Materials must be current.

Source of this practice:

Homer A. Mattson, Supervisor of Vocational Education
Spokane Public Schools
Administration Building West
825 Spokane Falls Boulevard
Spokane, Washington 99201

509 - 455 - 5242

Title of Community-based Practice: Adult World Communication Volunteer Unit

Suggested level for use: Senior High School

Description of the practice:

This six-day Minnesota practice is held one day weekly for six weeks, with "Service Day" for a volunteering activity. Among the objectives are gaining an understanding of the need for and rewards from volunteering in the community.

Sample Objective:

"Doing Volunteer Work" - Students will analyze the social values and lifestyle implications of tentative career plans.

Planning Checklist:

Form for initial sign up with agency
Form for immediate supervisor
Form for student evaluation of program activity
Form for transportation - parent consent

Resources Needed:

Telephone
Career Learning Center
Community Contacts

Procedures for Gaining Support of the Practice:

Studies Preplanning
School-Community Advisory Committee

Possible Barriers to Implementation:

Adequate student preparation
Adequate discussion after the volunteer experience

Evaluation Procedures Recommended:

See Forms

Source of this practice:

Dr. Arland Benson, Project Director
Roseville Area Schools
Independent School District 623,
1251 W. County Rd. B-2
St. Paul, Minnesota 55113

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Title of Community-based Practice: Career Prep Club

Suggested level for use: High School

Description of this practice:

One class per week in a regular subject area i. e., English, Consumer Economics, Social Studies is taught by a team of business people. The topics are: job-seeking and job-keeping skills.

Sample objectives:

To provide students with a method of gaining information about the business world and acquire skills for securing and succeeding in a job

To create among school faculty and business personnel a cooperative and understanding attitude

Planning Checklist:

Recruitment

Training of business leaders -- orientation

Update student and leader manuals.

Scheduling of leaders and schools

Development of sessions

Recognition banquet

Evaluations

Resources Needed:

Volunteer leaders from businesses

Cooperation of schools

Student manuals

Leader manuals

Audio-video resources for mock interviews

Participating businesses share banquet expenses.

Procedures for Gaining Support of the Practice:

Recruit businesses for participation, including approval of supervisors and managers.

Recruit schools for participation, including approval of superintendents and principals.

Form a planning committee.

Possible Barriers to Implementation:

Lack of interest of businesses and schools

Lack of good understanding by leaders of what Prep Clubs are all about

Audio-video equipment not as effective as should be

Management Considerations:

Careful selection of leaders and classes -- class size under thirty

Teacher willing to release one morning class for one class period for ten weeks (first trimester only)

Evaluation Procedures:

Leader evaluations at end of program year

Student evaluations of leaders (included)

Teacher evaluations of program

Other Pertinent Information:

The first Prep Club was introduced at Minneapolis North High School in 1976 by IBM. Each year the program has been expanded to include additional schools. In three years, the number of clubs expanded from one to six and from one company sponsorship to seven.

A list of session topics is included.

Sources of this practice:

Name Kathy J. Maloney, Education Program Mgr.
Simon D. Grosblat, Manager,
Business-School Affairs

School/College/Other organization Greater Minneapolis
Chamber of Commerce

Telephone 612 - 339 - 8521 Minneapolis, MN 55402

CAREER PREP CLUB EVALUATION

The purpose of this questionnaire is to measure your idea of the success or failure of the Career Prep Club program. It is also intended to provide you with a way to make frank criticisms and offer suggestions for the Program's improvement. Your comments on any part of the program are welcome, including remarks on any area not specifically covered by the multiple choice and essay questions below.

1. Do you feel the Career Prep Club has increased your understanding of how to get a job?

   ____ Yes ____ Not Really Sure ____ No

2. Do you feel that your participation in the Prep Club program has helped you to clarify your own career plans?

   ____ Not At All ____ A Little ____ Quite A Bit

3. Did you enjoy attending Prep Club sessions?

   ____ Never ____ Sometimes ____ Often ____ Always

4. Do you plan to recommend participation in Prep Clubs to other students?

   ____ Sure Thing ____ Beats Me ____ No Way, Jose

5. How would you rate the session?

   ____ A Real Sleeper ____ Some Sessions Were Okay

   ____ Usually Interesting ____ Everyone A Winner

6. Your four Prep Club Leaders were:

   ____ A Flock of Real Turkeys

   ____ Sometimes Helpful and Prepared

   ____ Usually Knowledgeable, had done their Homework, and made Effective Presentations

   ____ Almost always were Good Sources of Valuable Information, which they Presented in a Meaningful Way

7. How have the Prep Club sessions helped you in choosing the kind of work you would like to do?

8. Do you now feel that you have more confidence and ability to apply for a job? Why?

9. What things did you learn to avoid, or not do, to get an hold a job?

10. What qualities do you need to have (or develop) to get and hold a good job?

11. Which sessions, if any, did you find the most interesting? Why?

12. Which sessions, if any, did you find the least interesting? Why?

13. What qualities do you now have to assist you in getting a job that you did not have before participating in the Prep Club?

14. Do you have a firm career objective in mind now. If so, what have you chosen?

Please Feel Free to Make Additional Comments on the Back of this Page!

CAREER PREP CLUB
SESSION TOPICS

Orientation/Breaking the Ice

Personal Goals and Career Planning

How to Find a Job

The Application Form and Resume

Testing Your Skills

The Successful Job Interview

Your Paycheck and Periodic Review

Attitudes in Relation to the Job

Evaluation

Recognition

Living Witness

Banking Services

Adult Responsibilities

Title of Community-based Practice Experiential Education:

City as a Classroom

Suggested level(s) for use Middle School (Grades 6 - 8)

Description of the practice:

For two school weeks in the spring, students cross-graded 6-8 "learned by doing", the essence of experience-based learning. Instead of regular classes, ten different courses use the community as the classroom and engage students as participants in one phase of the community. All of the students are broadly acquainted with the city as a classroom, and each works in a topic area of concentration with a group of fifteen students, a teacher, and resource person from the community. Areas include architecture, art and art services, child care and care for the elderly, city services, commerce and industry, health care, justice, municipal law enforcement, media, real estate and housing.

First, the students choose one topic area after a given introduction to all areas of concentration; and, second, the students leave school on a daily basis in their groups and are engaged in the community at three different levels: observation, participation, and full involvement. The two week period of total day activities culminates in a sharing of experiences among the groups.

Sample Objectives

1. Provide adult models for basic human skills.
2. Gain self-confidence more easily from experience than from textbooks.
3. Put students in touch with everyday experience.
4. Place responsibility for learning directly with the student.

Planning Checklist

1. Sites to visit and participate
2. Resource people
3. Faculty supervision
4. Course description
5. Preference Indicator of Sites for Selection
6. Transportation
7. Insurance
8. Student Assignments from course selection
9. Finance (minimal)

Resources Needed

1. Sites for participation
2. Resource people from community

Procedures for Gaining Support of the Practice (method, technique, activity)

1. Discussion of theoretical underpinnings with faculty
2. Introduction to students and parents to methodology (choose site, observe, interview)

Possible Barriers to Implementation

1. Support of the faculty who argue loss of academic time
2. Time needed to investigate good resources

Management Considerations

1. Need a director or chairman
2. Need weekly time for faculty planning
3. Need reliable transportation

Evaluation Procedures Recommended

1. Pre-post tests for Experienttial Learning
   Diane Hedin and Don Conrad, University of Minnesota,
   Center for Youth Development and Research,
   St. Paul, Minnesota 55108
2. Student Guide to Writing a Journal
   Northwest Regional Education Laboratory
   Portland, Oregon 1978
3. Faculty Evaluation - "What I Learned in Action Learning" Questionnaire

Other Pertinent Information or Comments

Booklet: "Yes, the Community Can Become A Multi-Faceted Classroom" - a booklet prepared by the Francis W. Parker School, 330 Webster Street, Chicago, Illinois Chicago, Illinois 60614, Editor, Marie Kirchner Stone.

1. The rationale
2. The philosophy
3. Curriculum Overview
4. Course Descriptions

Source of this practice:

Name Marie Kirchner Stone, Curriculum Coordinator

School/College/Other organization: Frances W. Parker School

Address: 330 Webster Street, Chicago, Illinois 60614

Telephone: 312-549-0172

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Title of Community-based Practice: Selective Enrichment

Suggested level for use: high school

Description of the practice:

High school juniors and seniors may participate in this elective course designed to expose them to the world of work through supervised exploratory teaching as well as to alleviate some of the districts on-going needs for assistance. Offered for credit, this course includes an intensive nine-week laboratory experience along with two-hours weekly on-the-job experience.

Sample Objective:

To enable participating students to expand their special interests and talents through teaching experiences in the district

Planning Checklist:

Student is recommended by department heads, teachers, or counselors.

Interview is held with the student by the Selective Enrichment teachers.

Student signs contract indicating commitment to participate.

Parent signs same contract authorizing student to participate.

Selective Enrichment teacher signs contract agreeing to provide assistance for and to supervise the student

Resources Needed:

Interested and qualified student

Teacher-sponsor

Super vising Teacher for on-the-job experience

Procedures for Gaining Support for the Practice

Well-defined and communicated procedures and roles and responsibilities

Carefully matched students and supervising teachers

Possible Barriers to Implementation

School personnel not committed to the practice

Students' irregular attendance and lack of punctuality

Shortage of willing supervising teachers

Possible Barriers to Implementation (continued)

No means of transportation for student

Teacher schedules too busy for teaching Selective Enrichment Course

Management Considerations:

Evaluation Procedures Recommended:

In-class tests

Teacher observation of student performance

Supervising teacher evaluation

Other Pertinent Information or Comments:

Student-Parent - Teacher contract is included.

Students receive ½ credit for one semester or 1 credit for an entire year, but are not paid for the experience.

Source of the practice:

Name Joyce McKay

School Pima County Career Guidance Project

Address 545 N. Camino Seco
Tucson, AZ 85710

Telephone 602 - 296 - 2397, 8

Title of Community-based Practice: Volunteers in Action

Suggested level (s) for use: Senior High

Description of the practice:

Lincoln, Nebraska, sophomores, Juniors, and Seniors receive credit for volunteering two to six hours weekly at non-profit agencies. This practice combines service learning, development of social skills, and exploration of career interest.

Sample Objective (s)

1. Identify personal interest, attitudes, values, knowledge, and abilities in relation to other people and volunteer opportunities.
2. Explore the way needs of people and agencies can be met through volunteer opportunities in the community.

Resources Needed

1. Curriculum guide
2. Innerchange materials
3. Resources for NCSL, Washington, D.C. (National Center for Service Learning)

Procedures for Gaining Support of the Practice

1. Presentation of program to building principal
2. Consistent increase in enrollment

Possible Barriers to Implementation

1. Small student enrollment
2. Lack of sufficient points to employ two teachers for one course

Management Considerations

Team teaching situation with one teacher assuming major responsibility for course emphasis and one assuming major responsibility for volunteer emphasis.

Evaluation Procedures Recommended

1. Evaluation form completed by the volunteer agency director twice each semester.
2. Self-evaluation.
3. Cooperative evaluation by two teachers.

Other Pertinent Information or Comments (such as possible variations)

The course will examine individual resources, human interaction, and community opportunities involved in the building of helping relationships. Experiences are designed to help the student examine oneself and build personal coping skills. The service-learning approach will be used to provide the students with opportunities for applying the knowledge gained in class. Included in the activities will be involvement in the community in the role of a volunteer.

Source of this practice:

Name Marilyn Mecham

School/College/Other organization Lincoln East High School

Address 1000 South 70 Street
Lincoln, NB 68510

Telephone 489-7121 (area) 402 (number)

II - 45

Title of Community-based Practice: Geri-Kid Volunteers

Suggested level for use: Junior high

Description of the practice:

Junior high students in Maine are eligible to participate from two to four hours weekly in this 4 - H sponsored volunteer practice. They receive twelve hours of training for work in nursing and boarding homes. Other than volunteering, the other major purpose of this practice is to give the students exposure to many work roles.

Sample objectives:

To help youth make friends with the elderly and to acquire skills for aiding the elderly in nursing and boarding facilities

Planning Checklist:

1. Contact nursing and boarding home.

2. Contact school and recruit volunteer youth.

3. Recruit trainers from nursing and boarding homes.

4. Inform parents,

5. Conduct training.

6. Check with nursing home as volunteers start.

Resources Needed:

Training curriculum manual, a cooperative nursing or boarding facility, a cooperating school from which to recruit junior high aged youth, and a 4 - H volunteer leader.

Procedures for Gaining Support of the Practice:

Contact parents of junior high aged youth and solicit their support of their child's participation; contact schools and work with principals and career guidance counselors for support of program; and contact nursing and boarding homes.

Possible Barriers to Implementation:

Lack of cooperation by nursing or boarding home. Loss of coordinator in nursing or boarding home. Failure to recruit youth through schools. Poor administration of program in nursing or boarding homes.

Management Considerations:

Must have committed coordinator and program administrator in nursing and boarding facilities.

Evaluation Procedures Recommended:

Evaluations should be done with the youth involved as volunteers, with parents, and with staff of nursing and boarding homes.

Other Pertinent Information or Comments:

This program has been selected for award recognition by the State of Maine's Governor's Committee on Mental Health.

We have found it necessary to hire extra staff to help maintain the program.

This month we are beginning five new programs in Kennebec County, one of which is in the Veterans' Administration Center at Togas, ME.

The program has jumped to several other Maine counties and into New Hampshire.

Source of this practice:

Name Mr. Ira L. Ellis, Extension Agent

School/College/ Other Organization Cooperative Extension Service
University of Maine at Orono

Address 125 State Street, Augusta, ME 04330

Telephone 622 - 7546

Title of Community-based Practice SAVE

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) Junior High School

Description of the practice

For ninth graders, this three-faceted practice consists of occupational awareness, overview of occupational clusters, and exploration of occupations with each cluster. It is conducted as a regular part of an academic area curriculum, e.g. Social Studies with emphasis on relating careers to the subject. Participating students are involved in vocational exploration on an average of two periods per week plus field trips throughout the session.

Sample Objective(s)

1. Students should develop an understanding of the facets of life through which people seek fulfillment and the importance of work in a happy, satisfied life.
2. Students should understand (a) the relationship between a part-time job and a full-time career and (b) how to locate vacancies and organize a system of following up job leads.

Planning Checklist

1. Name a full- or part-time coordinator for the school.
2. Hold meetings with departments to determine interest in participating.
3. Select one or more departments with interested faculty member(s) for initial effort.
4. Work with participating faculty member(s) to develop plans and activities.

Resources Needed

1. Coordinator
2. Teachers
3. Appropriate career-related materials to supplement regular course materials
4. Funds for field trips (or alternate means for transportation)
5. Community resource people and organizations

Procedures for Gaining Support of the Practice

1. Agreement on goals and objectives
2. Well-planned and successful initial effort
3. Involvement of interested and innovative faculty
4. Continuous effort to share with nonparticipating faculty and students the results of the various activities.

Possible Barriers to Implementation

1. Lack of funding or released time for school coordinator.
2. Teachers without a commitment to relating their subject to careers.
3. Inappropriate or unavailable materials for use in the classroom.

Management Considerations

1. Selection of teachers for participation
2. Pilot testing of the practice and revision based on the results
3. Communicating, convincing, assisting teachers
4. Securing funding and/or released time as necessary
5. Evaluation

Evaluation Procedures

Evaluation by: Teachers, students, coordinator

Other Pertinent Information/Comments (such as possible variations)*

Textbooks being used are: Mathematics for the Real World by Price et al. and Succeeding in the World of Work by Kimbell and Vineyard

Source(s) of this practice

Name Michael St. Angelo, Coordinator

School/College/Other organization

Park View Junior High School

Address 25 Park View Boulevard

Cranston, RI 02910

Telephone ______

Title of Community-based Practice: Project Concerned
(Retirees as Tutors and Career Guides)

Suggested levels for use: Junior high through high school

Description of the practice:

California junior high and senior high students needing help in basic skill areas are matched with retired citizen tutor/career models. The tutoring may occur in a variety of settings at school or in the community and the focus may be on communication skills, as well as career awareness information, job-related techniques, and relevant hobbies.

Sample Objective:

After working in a tutorial relationship with a retiree, the student will be able to demonstrate a higher level of career awareness on a career interest inventory than students in the control group.

Planning Checklist:

Is regular school staff supportive of a tutoring program?

Do students wish to participate?

Is there an available pool of retirees willing to be trained as tutors and career models?

See additional questions on attached checklist.

Resources Needed:

Pool of trained tutors

Guides available from Project Concerned office:

Tutor Handbook

Management Guide -- how to establish a tutoring program

Procedures for Gaining Support of the Practice

Establish a simple mechanism for off campus learning experiences for tutors and students.

Insure staff ownership of the tutorial program, including input in curriculum development and selection of participating students.

Provide tutors adequate training in school procedures and insure that tutors are incorporated as a regular part of the school program.

Possible Barriers to Implementation:

Lack of staff commitment to the program

Lack of community commitment.

Lack of student commitment.

Management Considerations:

Paying tutors a minimal wage or stipend will insure long term commitment to the program as well as offset such costs as transportation.

Effective communication among all participants seems to be the most important key to success of the approach.

Evaluation Procedures Recommended:

For career awareness: pre- post-test or post-test only career interest survey with experimental and control groups

Other Pertinent Information:

Project Concerned was established with a strong career guidance component and has been successfully implemented as a community-based career guidance practice. However, the need and emphasis in Napa County during subsequent semesters of implementation have been more in the area of basic skills and life skills proficiency remediation. Therefore, the career guidance components have been minimized. The potential for the program, however, in that area, is great and career guidance remains as a goal and significant effect of the project.

Source of this Practice:

Name John Glaser, Coordinator

School/College/Other Organization Project Concerned,

Napa County Schools

Address 4032 Maker Street, Napa, CA 94558

Telephone 707 - 224 - 3151

Checklist

1. Determine what you wish to do.

2. Determine why this activity would be meaningful.

3. Decide where this can be done and whether there are any alternative sites.

4. Determine alternative times and dates. Trips should not be planned for the week before finals weeks or during finals week of any semester.

5. Determine who is the person in the business or agency whose permission will be required for your activity.

6. Contact that person and describe Project Concerned and your reasons for wishing to utilize that site. Ask for his or her help and advice in developing a meaingful educational activity. People like to be included at the idea stage, and that person may have some alternative suggestions that would better meet your needs.

7. Agree on time, place, and date.

8. Arrange transportation. An approved adult should drive if a private vehicle is used. Check with the Project Concerned office to facilitate this process.

9. Notify the Project Concerned office of the intended plans.

10. Students must obtain the permission of parents and, if class time will be missed, of affected teachers. Permission Slips should be returned to your school contact person or the Project Concerned Office at least 24 hours before the trip.

11. Go on activity!

Title of Community-based Practice: Career Education Para-Professionals

Suggested level for use: Secondary

Description of the practice:

In the summer of 1977, Vermont CETA advertised for Title VI Public Service Employment proposals for special projects. In response to this, Walter Faulkner, State Career Education Coordinator, called a meeting of several educational organization representatives to discuss Vermont needs that could be addressed by a CETA grant. The major need identified was for an "extra pair of hands" to aid guidance counselors and other professional staff with career education supportive tasks.

Sample objectives:

To develop career exploration activities utilizing community resources

To conduct a series of on-going career development workshops

To assist in job placement for persons going from school to work

Planning Checklist:

Write proposal and resolve agreement with CETA.

Identify participants.

Conduct training workshop.

Employ coordinator.

Work with each participant during the year.

Resources Needed:

Training materials

College credit

People who can work with others

Procedures for Gaining Support of the Practice:

Secure support from all major education associations.

Possible Barriers to Implementation:

Lack of support from major associations

CETA requirements

Management Considerations:

Quality of personnel employed

Variety of problems

Evaluation Procedures:

Conduct evaluation based upon the stated objectives.

Source of this practice:

Walter Faulkner
State Department of Education
State Office Building
Montpelier, VT 05602

802 - 828 - 2445

Title of Community-based Practice Career Search

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) High School

Description of practice

This is a cooperative venture of a local school board and a private four-year college which trains community volunteers to work with high school students. The three areas focused upon by the volunteers are occupational information, exploration, and planning. Volunteers work both with individuals and groups.

Sample Objective(s)

To help students to:

1. Explore those things important to them in careers and life.
2. Explore things they would like most to do in a career.
3. Explore the relationship of basic school subjects to careers.
4. Explore relationship of aptitude and ability to careers.
5. Explore specific career interests.
6. Locate specific occupational and career-related information.

Resources Needed

1. Coordinator
2. Community volunteers
3. Career Search booklet for each participant
4. Funding for staff

Procedures for Gaining Support of the Practice

1. Good publicity prior to implementing program and periodically about successes.
2. Sell administration, guidance personnel, and potential volunteers on the merits of the program e.g. hearing of other's successes with such a program.
3. Seek support from community groups with potential volunteers.

Possible Barriers to Implementation

1. Unwillingness of community persons to cooperate or short supply of same.
2. Lack of funding (the Eckerd funding was from a foundation).
3. Incomplete information or misinformation about the purpose of the program.
4. Failure to secure support from top administration and from counselors and other guidance personnel.

Management Considerations

1. Careful planning for securing, training, and utilizing volunteers.
2. Supplying forms for use in the program as needed.

Management Considerations continued.

3. Record keeping and other related activities for keeping volunteer pool current, utilized optimally, recognized, etc.

Evaluation Procedures

1. Presurvey before completing Career Search booklet
2. Post survey after completing Career Search booklet

Ohter Pertinent Information/Comments (such as possible variations)*

The Career Search Booklet requires from 1 1/2 to 2 hours for completion. Included are both the pre- and post-surveys.

Source(s) of this practice

Name C. C. Givens/Sharon M. Covert

School/College/Other organization Eckerd College

Address P. O. Box 12560
St. Petersburg, Florida 33733

Telephone 813 (area) 867-1166 (number)

PRE/POST SURVEY

Time: 8 min

Student Name: ________________________ Date: __________

Grade: ______ School: ________________ Career Search Volunteer ____________

DIRECTIONS: Take this survey before you start the Career Search and again after you have finished. Circle the letter which responds to your choice of answers. Tear out. Give this page to volunteer.

1. Do you know what things are important to you in life?

   a. Yes b. Not sure, have some idea c. No

2. Do you know what things are important to you in a career?

   a. Yes b. Not sure, have some idea c. No

3. Do you know what activities or duties you would like most in a career?

   a. Yes b. Not sure, have some idea c. No

4. Do you know your achievement level in your basic school subjects?

   a. Yes b. Not sure, have some idea c. No

5. Do you know what activities or duties you would perform best in a career?

   a. Yes b. Not sure, have some idea c. No

6. Do you know how to use your values, interests, aptitudes, abilities and achievements in choosing a career?

   a. Yes b. Not sure, have some idea c. No

7. Do you know the name of one job that relates to your career interest?

   a. Yes b. Not sure, have some idea c. No

8. How many careers do you have information concerning the duties and other requirements of the job?

   a. 4-6 b. 1-3 c. None

9. How many different people, things or places do you know about where you can find career information?

   a. 6-9 b. 3-5 c. 0-2

10. How many different places do you know about where you can get training or education for a career in which you are interested?

    a. 4-5 b. 2-3 c. 0-1

III - 3

Title of Community-based Practice: Summer Career Education Resource Trip

Suggested Level for use: Junior high

Description of this practice:

A five-day trip through central and eastern Kansas learning about occupations not available in the area. Many audio visuals were also gathered for use by other teachers in the various classroom activities. The days were spent touring and visiting. The evenings were spent in group sessions evaluating the day's visits and planning the next day's activities. The group toured in a van with two sponsors.

Sample Objectives:

To learn about jobs in Kansas not available in the Clay Center area

To provide a comparison of workers opportunities in small and large manufacturing plants

Planning Checklist:

Student selection criteria

Complete detailed itinerary

Resources Needed:

Money: Student costs (lodging, food etc.) were divided between student and local school-parent groups. Sponsors' costs were covered by Board of Education.

Audio Visual: Equipment is needed to record visitation sites and other information.

Procedures for Gaining Support of the Practice:

Make presentations to: school board, school-parent groups, and school staff members.

Possible Barriers to Implementation:

Lack of financial resources

Problems in selecting visitation sites due to ages of students and liability considerations

Management Considerations:

Flexibility in daily planning

Heavy responsibility for sponsors during this long-time period

Evaluation Procedures Recommended:

Pre- and post-test for students

Other Pertinent Information:

Trip could be shorter for better results. Less emphasis could be placed on gathering audio visual material for future use.

Source of this Practice:

Bruce Poage, Career Education Facilitator
USD # 379
731 Crawford
Clay Center, KS 67432

913 - 632 - 3129

Title of Community-based Practice Field Trip Seminars

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) Middle/Junior High and High School

Description of the practice

This practice primarily for older 4-H members is designed to provide opportunities for dialogue with local business people as a means for exploring job and career choices. Participants learn about the variety of jobs and careers available in the donor organization, how it fits into the community, and how it functions in the business community.

Sample Objective(s)

To help 4-H members learn about:

- The variety of jobs and careers available within the donor organization or industry.
- The abilities required to perform job related tasks.
- The health and physical requirements needed in various careers.
- The educational requirements for career opportunities.
- The economic level of specific jobs in relation to anticipated financial needs.
- The inter-relationship of major elements (agri-business, farming, service industry, manufacturing, government, and education) of our economy and society.
- Career opportunities, changing jobs and career alternatives.

Planning Checklist

A. Personnel

1. A program coordinator from each donor organization can be named to work with representatives from the Extension staff and the volunteer 4-H leader to identify specific objectives and needs of 4-H members, plan the seminar, and set dates.
2. Company representatives participating in this seminar program might include management personnel, line and staff managers, trainees, secretaries and others. They might represent planning and operations, computer operations, engineering, public relations, legal departments, production, sales, freight handling and delivery and union representation. The organization may wish to prepare a simple "How To" manual for use by employees as they discuss the work they do, the preparation required for it and the life styles associated with their occupation.

B. Location and Equipment

All that is needed is a meeting room large enough to accommodate the 4-H group and, if desirable, provision for visual aids that will help in explaining the operation of your company and the various jobs available.

C. Format

Donor organizations participating in the Career Education Program may wish to adapt the following seminar outline and make changes to conform to local conditions and type of business.

D. Timing

Most seminars probably will be held during the late afternoon or on Saturday during the school year. In some states, 4-H is conducted within the public school system and special arrangements might be made for a seminar during the school year.

Resources Needed

1. Materials (Duplicated)
2. Staff time for development
3. Donor organization
4. Meeting room
5. Audiovisual equipment, if desired
6. Meals and/or refreshments, as appropriate

Procedures for Gaining Support of the Practice

1. Preparation and followup, as suggested.
2. Staff support from 4-H leaders
3. Understanding of roles and responsibilities of all parties involves - extension staff, volunteer 4-H leaders, 4-H donor organization representatives.
4. Good publicity about the practice
5. Good communication among all parties

Possible Barriers to Implementation

1. Inadequate preparation of students prior to the seminar.
2. Misunderstandings related to responsibilites, details, etc.
3. Shortage of or lack of commitment to the practice by the 4-H volunteers
4. Not adapting the model to a local situation or a particular donor organization.

Management Considerations

1. Coordination
2. Two-way communication
3. Involvement of representatives of all parties in planning, implementation, evaluation, and followup/follow through
4. Staffing - extension service, volunteers, and company representatives.
5. Funding - materials, refreshments and/or meal.

Evaluation Procedures

Design for local situation to determine whether objectives of the practice were met.

Other Pertinent Information/Comments

Suggested career seminar outline, preparatory and follow-up activities are included.
One variation of the full-day seminar is to have a series of short afternoon seminars e.g. one seminar every other week for three or four sessions.

Source(s) of this practice

Name Mr. Larry Brown, Director

School/College/Other organization National 4-H Council

Address 7100 Connecticut Avenue
Washington, D. C. 20015

Telephone ______ (area) ______ (number)

SUGGESTIONS FOR FOLLOW-UP ACTIVITIES FOR 4-H MEMBERS

A. Offer options for participants to research and report to other 4-H members:

   1. What information does your company provide consumers about products and services?
   2. Describe the duties and responsibilities of a specific position in the company.
   3. Consider in depth some of the personal qualifications needed for a particular occupation in the company visited.
   4. How is advancing technology affecting career opportunities in the business, industry or profession?
   5. What are the current opportunities in this field within the business, industry or profession?
   6. How does the company support community programs?

B. During a 4-H meeting have a member role play as an applicant being interviewed for a specific job position.

C. State a career objective and identify four or five sources through which jobs and career paths might be found. (State employment agencies, newspapers, professional newsletters, personal contacts).

SUGGESTED 4-H CAREER SEMINAR OUTLINE

1. WELCOME AND INTRODUCTION -- Manager of factory, office, store, dealership.
2. DISTRIBUTION OF MATERIALS -- Program Coordinator

   (May be provided in advance)

   a. Company profile.
   b. Annual Report.
   c. Personnel and employee information booklets.
   d. Safety instructions.
3. ORGANIZATION OF COMPANY
   a. Product or service provided.
   b. Number of employees.
   c. Relationship to other companies in the industry.
4. OVERVIEW OF CAREER OPPORTUNITIES
   a. Job opportunities and career choices.
   b. Relationship between job satisfaction, career incentives, satisfaction with total life style and productivity.
5. TOUR OF STORE, OFFICE OR PLANT FACILITIES
   a. Emphasis on the type of work, skills required, etc.
   b. Questions and answers.
6. SPECIFIC JOB DESCRIPTIONS
   a. Employees discuss their particular responsibilities, training and career opportunities.
   b. Employees discuss their work life styles (dress requirements, hours of work, working conditions, range of earnings, benefits).
   c. Questions and answers.
7. PLACE OF STORE, OFFICE, PLANT OR DEALERSHIP WITHIN THE ECONOMY OF THE COMMUNITY
   a. Relationships among the government, labor, environment, and consumers (if applicable).
   b. Support of the community programs.

8. CAREER PLANNING -- Program coordinator and 4-H leader

   a. What can you do to assist 4-H members establish realistic career goals.

   b. Training programs available.

   c. Anticipated changes in the company or industry and advancing technology that may influence career opportunities.

9. EVALUATION AND REVIEW

Note

This outline serves as a guide only.

Change and adapt it to need local conditions.

PRELIMINARY PREPARATION OF MEMBERS

Leaders will want to prepare their members for the Field Trip Seminar by reviewing the following items. You may want to hold one or two preliminary meetings and utilize resource people to cover the points you do not feel comfortable in presenting yourself.

- Discuss with 4-H members their career interest at the present time.
- Have 4-H members discuss the inter-relationship of business, labor education, government and consumer groups to better understand our economic system.
- Examine the concept of profit. What is profit and what is its function in terms of the U.S. economy and society?
- Examine and discuss the ethical and social responsibilities of business.
- Prepare students to be aware of the career opportunities that might be unique to the donor organization or business.
- Familiarize the 4-H group with the company, with local emphasis, through hand out material, such as the company profile, annual report, personnel and employee information booklets, provided by the company to be visited.
- Have 4-H members prepare a set of questions to ask company representatives.
- Establish rules for member behavior in terms of the business' expectancy, such as attentiveness and appropriate dress and time limitations.
- Consider guest speakers at club meeting, research projects, and discussions with school teacher and parents.

III - 10

Title of Community-based Practice: 4 - H High School Careers Workshop

Suggested level for use: eleventh grade students

Description of the practice:

The 4 - H High School Careers Workshop is a program designed to provide an informal educational learning experience to supplement the high school curriculum. The workshop may be a means to introduce or expand 4 - H programming in local high schools.

This program involves: 1) joing planning and implementation by 4 - H volunteers, professionals, school principal, and guidance counselors; 2) students, preferably juniors, identifying career interests and personal status relating to career planning; 3) student researching career areas and monthly living expenses and reporting findings at the workshop; and 4) touring a local manufacturing or industrial facility.

Sample Objectives:

To help high school students, preferably juniors, become more involved in planning their careers

To provide an opportunity for selected studetns to conduct research relating to their chosen career and present findings

To provide an opportunity for selected students to conduct research related to monthly living expenses and present findings

To introduce or expand quality 4 - H programming in high schools

To strengthen the role of 4 - H as an informal educational program which supplements the school curriculum

Resources Needed:

- Imagination
- Cooperation
- Persistence
- Perseverance

Procedures for Gaining Support of the Practice:

The success of this program lies in a cooperative working relationship between school officials, teens, and extension. Extension Service must be willing to provide leadership in planning and implementing the program with school officials.

The high school principal and, possibly, the superintendent of schools and the school guidance counselor must be personally contacted. Their approval and commitment to assist in planning and implementing the program is necessary for the careers workshop to be successful.

Possible Barriers to Implementation:

Lack of commitment by either 4 - H leaders, school officials, teachers, or students

Management Considerations:

Open, honest communications relative to planning and implementing program as outlined is necessary.

Evaluation Procedures Recommended:

Evaluation form is included.

Other Pertinent Information:

A Planning checklist and questions for discussion are included.

Source of this Practice:

Miss E. Joyce Richardson
State 4 - H and Youth Development Coordinator
231 P & AS Building
Clemson University
Clemson, South Carolina 29631
803 - 656 3420 or 3423

ATTACHMENT

Planning Checklist:

STEP I

The 4-H professional or volunteer, school principal, and guidance counselor should meet from eight to twelve weeks prior to the workshop. At the initial meeting of this committee:

- explain the purpose and objectives of the program
- select dates and discuss location
- develop tentative, one-day training program
- discuss career decision-making survey to be completed by eleventh (11th) grade students at least six (6) weeks before Workshop. From completed surveys, Principal/Guidance Counselor selects 25-30 students to participate. Selected students should represent race, sex, etc. of school and should not necessarily be the top students, but those who will benefit most from exploring career options.

STEP II

1. Review "Career Decision-Making" surveys of the 25-30 selected students.
2. Identify their greatest concern about the future and seek a speaker for this.
3. Identify the top 4 or 5 career areas of most interest to the selected students - not more than 10 separate careers should be explored.
4. Arrange for a meeting at school so "selected students" can be given an overview of the Careers Workshop program. Stress that success depends upon their commitments to be involved. Ask students to volunteer to research either (1) one of the identified career areas or (2) a phase of "monthly living expenses." Encourage all students to be involved. However, it is recommended that no student research both a career and living expenses. Distribute copies of poster format examples to students with respective assignments.
5. Follow-up meeting at school with a letter to individual teachers who have volunteered to advise the student research groups. Send each a copy of the poster example that is appropriate for their group, as well as a list of students by "career and monthly living expense" assignments. Send principal a copy of all correspondence.

6. Write selected students. Congratulate them for having been selected and encourage them to do their best with the research. Address to: Selected High School students; however, add Dear ___________ and write in their names to make a mimeographed letter more personal.

Remind students to contact __________ who is their school advisor for the Careers Workshop. Ask them to make a copy of their research findings on a sheet of paper to turn in. Lettering on the poster should be large enough to be seen 20 feet away. Encourage students to be neat and seek help with posters. Stencil letters are usually available for loan at each school. Give each student the name and telephone number of his or her teacher advisor (clear the releasing of telephone number with teachers).

Encourage students to work with High School Counselor, (list name of Counselor). University and Technical School catalogs, Jobs '78 or newer edition (lists of potential salaries), and Job Guide Entry Occupations in South Carolina published by South Carolina Employment Security Commission (Job Services), are usually available from the Counselor.

To research living expenses outside of college, students need to go beyond the school and talk with individuals, i.e. real estate personnel and families to acquire information.

7. Keep Extension consultant informed of progress and request assistance if needed.
8. Arrange for students to meet away from school. Workshop should be an official field trip experience.
9. Contact, as soon as possible, the Director of Industrial Relations at the facility selected for students to tour. Provide three or four copies of "4-H/Careers Workshop" questions for discussion.
10. Develop a quantitative evaluation form - copy is attached. Work with Extension 4-H Consultant.
11. Arrange for a school bus driver and school photographer to participate in workshop.
12. Ask local business to dontate nutritious refreshments. Recruit 4-H adult volunteer to manage refreshments in the morning.
13. Conduct workshop 8:30 - 2:30 p.m. Let students pay for lunch and select eating place.

14. Evaluate on the bus before they leave tour and return to school.
15. Tabulate evaluation results. Share with all school and tour officials.
16. Arrange for "Career Planning Forms" to be returned to school after tabulation. Encourage school counselor to counsel with students who did not participate in workshop. Plan for additional workshops to involve more students.
17. Be sure you arrange for local publicity. Either provide story and pictures to paper or request reporter to cover. Story should emphasize the cooperative efforts of 4-H and the high school.

QUESTIONS FOR DISCUSSION

1. What requirements and special skills do you look for in an applicant?

2. What training is necessary? i.e., high school, business schools, college, technical college.

3. What level of performance is required? Are there specific tests on which certain scores are necessary before applicant can be considered? How important are grades in school?

4. What type of work experience does the company like for an applicant to have? Would you recommend applicants list all experience (volunteer and paid) in which they have assumed responsibility? i.e., babysitting, paper route, etc.

5. What type information should an applicant for a job in this department know about your company?

6. How important to your company are extracurricular activities, offices held, etc., by an applicant?

7. Are applicants screened or selected from written applications? How do you evaluate the written application? i.e., does neatness count? Identify specific things you look for. Any comments regarding references?

8. Does the company have a dress code or expectation regarding personal appearance?

9. Discuss what the company looks for when an applicant is interviewed. How can applicant prepare for the interview? Any do's or don't's? What personal characteristics are needed by a person in this position? How do you determine whether an applicant possesses the desired characteritiscs?

10. How many positions in each of the identified areas do you have? What's your rate of turnover? Are there any part-time or summer jobs available for high school students?

11. If a person were employed in one position, what are the chances for advancement into another area? Is additional training encouraged by the company for full-time employees? Does the company finance additional training of employees in this department?

12. What is the general length and format of a work day for employees in this department? Do they puch the time clock (in and out)? Is work confined to this office or extended to other offices within the company at this or other locations?

13. What is the beginning salary for the various positions within this department? Is salary influenced by: (1) work experience? (2) extra-curriculular experience? (3) grades in school? (4) performance on required tests? Please give annual salary and average monthly take home pay after deductions. How often can a new employee generally expect an increase in salary? How much is the increase, generally.

14. How has this department been affected by the national economic situation?

15. How is the energy situation affecting your company?

16. What procedure do you recommend if someone is interested in a job with your company? They may or may not know if openings exist.

EVALUATION

High Careers Workshop

1. Have you enjoyed the Careers Workshop? Yes_____ No_____

2. What part of the program did you present?

   How did you feel about the research, preparation, and presentation experiences?

3. Did you learn new information which will benefit you personally in career planning? Yes_____ No_____

   Comments:

4. Would you like for a Careers Workshop to be available to students again? Yes_____ No_____

   Which grade level would benefit most? _____Sophomores _____Juniors

   _____Seniors

5. Rate the following activities of the workshop using a 1-6 scale (1 = lowest rating; 6 = highest or best rating).

   Activities:

   Get-acquainted Career-wise
   Career Research Presentations
   Monthly Living Expense Reports
   Career Concerns - Mr. F.L. Day
   Uni-Royal Tours
   Secretarial-Clerical
   Company Management
   Production
   The Careers Workshop

Title of Community-based Practice Community Interviews Conducted as Basis for Writing Vocational Biographies

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) High School

Description of the practice --Students write vocational biographies in this high school activity cosponsored by the guidance and English departments. They also interview parents and other persons from the community as well as take pictures as the basis for their writing.

Sample Objective(s)

1. To develop writing skills.
2. To analyze, formulate, and present requirements and descriptions for local jobs.

Planning Checklist

1. Joint planning of goals and objectives by personnel in Guidance and English departments.
2. Detailed instructional planning by English teacher.
3. Guidance Department planning for arranging interviews.
4. Arranging for printing of monographs.

Resources Needed

1. Staff members from Guidance and English departments.
2. Community persons willing to be interviewed by students.
3. Limited funding or in-kind support for arranging interviews and printing monographs.

Procedures for Gaining Support of the Practice

1. Joint planning by involved staff designed to facilitate consensus on the purpose(s) and objectives to be achieved by the practice.
2. Well-prepared and properly matched students.
3. Reporting results of the practice and sharing the monographs with other faculty members, students, and employers.

Possible Barriers to Implementation

1. Not enough persons available and/or willing to be interviewed.
2. Students poorly prepared for the interviews.
3. Guidance staff unable to set up interviews due to lack of time.

Management Considerations

1. Selection of teachers to be involved in the practice.
2. Arrangements for interviews of employers.
3. Arrangements for editing, printing, and distributing of monographs.
4. Evaluation of effect of the practice.

Evaluation Procedures

Students are evaluated on the basis of the objectives of the practice, including the job monograph.

Other Pertinent Information/Comments (such as possible variations)*

The goals, objectices, activities, and materials for this practice are included.
Job monograph questions (suggested categories for which students are to formulate questions to ask during their interviews of workers) are included.

Source(s) of this practice

Name William Stone, Counselor

School/College/Other organization Carrabee High School

Address North Anson, ME 04958

Telephone 207 635-2297
(area) (number)

* Attach any additional materials e.g. forms or articles describing the practice.

BATTLE PLAN
Care and feeding of job monograph writers

GOAL ONE: Understand Structure of Monograph.
Obejctive 1: Relate prepared question outline to the information in the monograph.

Objective 2: Generate questions.

Objective 3: Be able to see how this author expanded on the information he got by asking questions.

ACTIVITIES:
1. Read monograph
2. Read question outline
3. As class, discuss what questions could have been asked.

MATERIALS:
Canned monograph
Canned list of questions
List of jobs students might interview

GOAL TWO: Develop skills needed to interview subject:
Objective 1: Understand goals of interview.

Objective 2: Be able to ask question and record responses.

Objective 3: Observe an actual interview.

ACTIVITIES:
1. Students develop questions
2. Someone chosen to ask questions
3. Get person for interview

MATERIALS: Paper and pens.

GOAL THREE: Students review background material concerning the career they will research.
Objective 1: Students will read career brief concerning the area they expect to interview in.

Objective 2: Students will attempt to anticipate the answers to their interview questions.

ACTIVITIES: Pass out career material and generate list of questions.

MATERIALS:
Job information from the Guidance Office
Paper

GOAL FOUR: Conduct Interviews
Objective 1: Students meet with interviewee to get answers to questions.

Objective 2: Photograph interviewee in job setting.

ACTIVITIES: Done on their own time.

MATERIALS: Cameras

GOAL FIVE: Develop Job Monograph.

Objective 1: Students will write a narrative of their interview.

Objective 2: Arrange narrative into monograph.

ACTIVITIES: Write up monographs under direction of teacher (one or two days).

GOAL SIX: Print monograph.

JOB MONOGRAPH QUESTIONS

1) Write some questions about work history.

2) Questions about how their school work helped with what they are doing now.

3) Questions about people who influenced their careers.

4) Questions about what makes a job good or bad.

5) Questions about what they like or dislike about the job.

6) Questions about whether this job would be good for young people to go into.

7) Questions about what young people should do to get ready for jobs after graduation.

Title of Community-based Practice: Career Information Day

Suggested levels for use: Secondary (Tenth Grade Orientation and Eleventh Grade Career Exploration)

Description of the practice:

On two selected days, first year technical school students make required individualized visits to two employers in their area of study. Employers are informed that students will be calling for appointments and students are prepared with lists of questions about the companies as well as possible jobs they may fill upon completion of their study. On these two days, a tenth grade orientation program is conducted at the area occupational center. The prime responsibility for this program is given to the student leaders.

Sample Objectives:

To afford occupational students the opportunity to explore two occupational areas of their interest

To aid occupational-bound high school sophomores in making a final decision on course selection

Resources Needed:

Student leaders

Refreshments

Cooperative staff

Procedures for Gaining Support of the Practice:

Increased enrollment in occupational programs

Increased job placements

Possible Barriers to Implementation: staff resistance

Evaluation Procedures Recommended: Student and staff evaluation

Other Pertinent Information:

The program is run primarily by student leaders.

At the time of these visitations, our first year occupational students are released for career information visits.

Source of this Practice:

Merle Maxson, Guidance Counselor
Northwest Technical School
Park Street
Ogdensburg, New York 13669

315 - 393 - 4570

Title of Community-based Practice: "Music Careers are Worth Noting"

Suggested level(s) for use (elementary, secondary, postsecondary) Secondary

Description of the practice:

A day-long activity composed of an orientation session, including a performance, and followed by workshops. Students are rotated through three workshops emphasizing music careers in the areas of teaching, performing, and allied music areas.

Sample Objective(s)

A. To provide an opprotunity for secondary students interested in the field of music to become aware of the scope and character of occupations available in the area.

B. To provide an opportunity for students to become aware of high school courses, post-secondary education programs and other educational training patterns necessary for entering various music occupations.

C. To provide an opportunity for students to ask questions of and discuss concerns with professionals employed in the field of music.

Planning Checklist

A. The high school music director at Logan High School originated the idea and suggested that other school districts be given the opportunity to make the program available to students. Logan's career development coordinator then:

1. Contacted a variety of individuals employed in the field of music (trying to obtain a representative group in terms of different occupations) and arranged for their participation.

2. Contacted the career development coordinators in the other seven districts participating in the career development program. These coordinators then worked with counselors and teachers to identify interested students and provide information to these students. All coordinators then arranged school bus transportation for their students to Logan.

3. Made arrangements at a National Guard armory in Logan to hold the Music Career Day.

4. Sent "thank you" letters to those professionals who made presentations at the event.

Resources Needed

A. Staff--an individual or group of individuals needed to take responsibility for dealing with those items discussed in the Implementation Steps discussion

B. A facility -- preferably a music-related building, e.g. a college music classroom/practice building.

C. Printed materials for students

D. Interested resource speakers from the community.

E. Follow-up guidance/counseling for students.

Management Considerations

Evaluation Procedures Recommended

Other Pertinent Information or Comments (such as possible variations)

Source(s) of this practice:

Name Mr. John Meighan

School/College/Other organization Tri-County Career Development Program

Address Route 1, State Route 691
Nelsonville, OH 45764

Telephone ______(area)__________________(number)

Title of Community-based Practice Vocations Week

Suggested level(s) for use High School

Description of the practice:

Vocations Week consists of a series of career exploration activities designed to give students the opportunity to explore a variety of careers. During the week, students may participate in the following kinds of activities:

discussion with resource persons from the community
visitation of occupational booths manned by community persons
open theater for showing of occupational films
college night
career seminars conducted by community persons based on interest survey
demonstration of a computerized career guidance system

This week, a cooperative effort of students, faculty, and community persons, involves only donated time and materials.

Sample Objective(s)

To provide career information to students through a series of varied activities.

Planning Checklist

1. Select career interest survey to use in determining interests of students.
2. Identify groups of persons to involve in planning and implementation.
3. Give student groups (such as student council) responsibilities for contacting resrouce persons, publicizing program, organizing school facilities and coordinating entire effort.
4. Get teachers to sponsor and serve as advisors to student groups as well as making classroom presentations.
5. Identify and gain commitment from community groups, such as scouts and civic clubs.

Resources Needed

1. Community resource persons.
2. Materials for construction of booths.
3. Evaluation sheets and career information survey forms.
4. A.V. materials.
5. Representatives from company marketing a computerized career guidance system.

Procedures for Gaining Support of the Practice

1. Extensive planning.
2. Cooperative efforts by many groups.
3. Base choice of activities upon career interests of involved students.

Possible Barriers to Implementation

1. Failure to plan extensively and to involve many groups.
2. Designing activities without considering the expressed career interests of the students to be involved.

Management Considerations

1. Deciding how to fund the activities - grant, donations of time and materials, or combination of these.
2. Involvement in planning of all persons to be affected by the activities.
3. Identification of committees needed to address necessary functions and assignment of responsibilities.
4. Monitoring, coordinating, evaluating all activities.

Evaluation Procedures Recommended

1. Formal questionnaires completed by faculty and resource people.
2. Informal discussions with students.
3. Measurement of specific objectives in the vocational domain of the competency - based guidance program.

Other Pertinent Information or Comments (such as possible variations)

A brief discussion of each major type activity of the week is included.

Source of this practice:

Name Barbara J. Zeller, Ed.D.

School/College/Other Organization Springfield High School

Address 101 South Lewis Street
Springfield, IL 62704

Telephone 217 (area) 525-3100 (number)

VOCATIONS WEEK

Vocation Week Activities

Resource Persons. (Daily) Persons were invited into classrooms to discuss their occupations and to share information about work roles, attitudes, and salaries. Students had the opportunity to ask questions and to interact with these people.

Occupational Booths. (Daily) Each day during the two noon lunch periods, eight different careers were represented in occupational booths. People from the Springfield community who were involved in a variety of occupations and professions were present to share information with students, to conduct demonstrations, or to display equipment. Students moved from one booth to another, talking with the representatives and viewing the displays.

Open Theater. (Daily) Filmstrip on specific careers, career values, and career selection were obtained from film companies on an approval basis to be shown each day during the lunch periods. Students were encouraged to attend the theater but were permitted to leave if the film did not interest them. Names of the films and the days they were to be shown were posted throughout the building. Teachers were notified of the film offerings, and those teachers who had classes during a lunch shift were invited to attend with their classes.

College Night. (Tuesday evening only) This annual event was scheduled as a part of the Vocations Week to give students the opportunity to discuss post-high-school training as it relates to specific occupations. Approximately 60 representatives from colleges, technical and trade schools, and the armed forces were present from 6:00 to 10:00 p.m. to discuss educational opportunities with the students and their parents.

Career Seminar (Wednesday only) The Rotary Club information survey had supplied the five career areas of most interest to SHS students. These areas--health, business, human services, technical-scientific, and communications--became the basis for a series of one-hour seminar groups. Each interest area was presented in two one-hour seminar sessions. Two, three, or four representatives from the community presented information to students concerning the general career interest area and/or specific jobs within that area. After selecting the seminars they wished to attend, students were given admission tickets. A portion of the ticket admitted the student to the seminar, and a portion was returned to the classroom teacher for attendance purposes. Those students who chose not to attend a seminar remained in the classroom. Seminar leaders presented information concerning training and experience, advantages and disadvantages, work environments and roles, supply and demand, and income and fringe benefits. Students could ask questions about the career interest area in general or about specific jobs.

Time Share. (Friday only) Time Share Corporation conducted a demonstration for student and faculty regarding the use of computer data relating to both careers and post-high-school training at the college level. During the noon lunch periods, students were permitted to work with the company representative to seek information from the data bank relative to specific careers or colleges. Following the noontime demonstration for students, faculty members were given a more technical demonstration of the computer's function in storing and retrieving large quanlities of information.

Title of Community-baser Practice: "Main Street Job Mart"

Suggested level for use: High School

Description of the practice:

A high school fair with emphasis on: employment, volunteerism, and job entry requirements.

Sample Objective (s)

1. To broaden community involvement in the school.
2. To provide students with information on job opportunities in the community.
3. To provide students with employer in-put on entry level skills.

Planning Checklist

1. Broad based interdepartmental school-wide committee
2. Support from the Newton Chamber of Commerce
3. Job leads from both the Chambers' contacts and the schools' contacts
4. The committee met regularly to coordinate efforts
5. Invitations were sent to employer from our combined list

Resources Needed

1. Space to hold the event
2. Appropriate professional staff to supervise the event
3. Hosts to provide information for participating employers
4. A support network of professional staff members as back up
5. Tables and chairs and signs, etc. to represent booths for the various presenters.
6. Cooperation of home economics department for the coffee hour on the day of the event
7. Clean up staff
8. Time for on-going processing in the planning as well as evaluation

Procedures for Gaining Support of the Practice

1. Support of the principal
2. Cooperation of the chairperson of the Department of Counseling
3. Support of the city-wide Coordinator of Tech/Voc Education programs
4. Special funding from the principal to underwrite any necessary cost such as the renting of furniture
5. Special funding from the superintendent's budget through Newton's Division of program
6. Cooperation of the Chamber for the printing of the letter and the mailing of materials or invitations to employers

7. Sanction of the entire school staff in order for students to be able to attend the event as it is held during school time
8. Cooperation of the Open Campus Coordinator
9. An enormous amount of patience on part of all
10. A Career Center through which all efforts are coordinated

Possible Barriers to Implementation

1. The non-availability of a Career Center
2. The non-support of principal and department
3. Lack of adequate space
4. School-wide sanction unavailable
5. Lack of appropriate budget or special funding

Management Considerations

It is essential that such an undertaking be managed by appropriate professional staff. That is why the involvement of the career counselor in the Career Center is essential. The sanction of the principal, dept. head and other city-wide personnel such as the director of tech/voc ed. is most important. It is essential to involve the heads of the various work-study programs should they exist in that particular high school. Also it is important that one have good working relations with custodial staff since they supervise the delivery of table and chairs and set up.

Evaluation Procedures Recommended

1. Formal questionnaire
2. Time set aside to evaluate
3. During evaluation procedures to make immediate recommendations for the following year.

Other Pertinent Information or Comments (such as possible variations)

It is essential that appropriate publicity be propagated within the school and within the community. Appropriate release time for professional staff members involved. It is suggested that copies of the program day be sent to the school committee as well as the superintendent's office (and invitations to attend should be included). Although covered under publicity, newspaper press releases should be developed and sent to all local newspagers.

Source of this practice:

Name Myra Trachtenberg, Career Counselor

School/College/Other organization Newton North High School

Address Newtonville, MA 02160

Telephone (617) (area) 552-7470 (number)

Title of Community-based Practice: Two-Day Moving Career Days

Suggested level for use. Junior High

Description of the practice:

Cosponsored by the schools and the cooperative extension service for eighth graders, this practice is held on two successive Mondays. Each tour group visits six or seven job sites for a twenty-minute tour and talk.

Sample objective:

To provide eighth grade students the opportunity to see and hear about a number of career possibilities

Planning Checklist:

Organize tour schedules -- personal contact and follow-up letter to business and professional people.

Coordinate transportation.

Contact school principals -- personal contact and follow-up letter.

Resources Needed:

A facility where students can eat the lunch they bring

Procedures for Gaining Support of the Practice:

Contact high school guidance people and gain their support (superintendents, where needed).

Business and professional people are eager to participate and should, therefore, be contacted also.

Possible Barriers to Implementation:

Transportation problems

Some principals and teachers may not believe eighth graders need this exposure.

Management Considerations:

Coordination of pre-trip discussion in classroom and followup discussion.

Evaluation Procedures Recommended:

Have pupils and guides and teachers rate each site visit and overall program. The teacher evaluation form is included.

Other Pertinent Information or Comments

N/A

Source of this practice:

Name Lawrence E. Poulin, Extension Agent

School/College/Other Organization Cooperative Extension Service, Hancock County

Address Ellsworth, Maine 04605

Telephone 207 (area) 667 - 8212 (number)

COUNTY CAREER DAY EVALUATION SHEET

1. Do you feel that this program was really worth taking a whole day from the regular school program? Yes_____ No_____

2. Is this the right age group for a program of this nature? Yes_____ No_____

   If no, at what grade level, if any, would you suggest as most appropriate?
   Grade 7_____ 9_____ 10_____ 11_____ 12_____ none_____

3. How much benefit was this program to you pupils?
   None_____ Some_____ A great deal_____

4. How much interest did your pupils show in this program?
   None_____ Some_____ A great deal_____

5. What phases of the program seemed best to you?

6. What phases of the program did the pupils like best?

7. Should a program of this type be held again? Yes_____ No_____

8. If May the best time of year for this program? Yes_____ No_____
   If no, what month do you suggest? September_____ April_____

9. Were the 20 minute time periods too long? _____ Too Short_____
   About right_____

10. Was there enough travel time between locations, 10 minutes?
    Yes_____ No_____

11. Please list any suggestions you have for improving this program.

Title of Community-based Practice Career of the Week

Suggested level for use Secondary

Description of the practice:

Career of the Week is conducted to familiarize students with the wide variety of job opportunities available to them and the different forms and lengths of training programs necessary to perform particular jobs. The day-long practice held twice a month consists of a variety of activities about jobs related to a career cluster. Teachers may schedule an entire class period and study-hall teachers encourage their students to attend.

Sample Objectives

1. To expose students to job choices
2. To enlighten teachers as to the range of careers contained in each cluster and to have them relate subject matter in some way to careers

Planning Checklist

1. In the fall arrange schedule of careers to be highlighted each two weeks.
2. Reserve films to be shown.
3. Select speakers and get a commitment from them.
4. Work with a speech class to have selected community interviews prepared for showing during the year.
5. Prepare to have posters made announcing the event.
6. Arrange for last-minute announcements.

Resources Needed

1. Printed materials about careers in each cluster highlighted.
2. A/V materials, such as film strips
3. A large room
4. Staff to plan, implement activities for each career of the Week.

Procedures for Gaining Support of the Practice

1. Involvement of faculty and students in all phases of planning and implementation.
2. Well-chosen films, speakers; well-done videotaped interviews.
3, Weekly newsletter informing all persons about upcoming events.
4. Modifications of activities based on formal and informal feedback from participants.

Possible Barriers to Implementation

1. Lack of space
2. Uncooperative faculty
3. Unwise choice of materials and resource persons
4. Failure to promote Career of the Week - long range and short range.

Management Considerations

1. Planning with committee of faculty members and students.
2. Promotion
3. Evaluation and subsequent followup/follow through
4. Coordination of all activities
5. Assignment of responsibilities and monitoring of same

Evaluation Procedures Recommended

Student evaluation of each day's event.

Other Pertinent Information

Methods of presenting career information. Movies are available on free loan from various sources, which give professional coverage to either specific careers or to all the careers in a particular industry. These can be reserved as far in advance as a year, so that it is easy to plan out an annual program after the first year. We do not recommend investing in buying a library of career films because they become obsolete so quickly. If you can't borrow an appropriate film, it is cheaper in the long run to rent one.

A second method of presenting a career is with commercially prepared filmstrips and cassettes. These are usually pretty general in content and brief so that a follow-up discussion must be planned if that is all that is planned to be shown that day. There are a couple of good basic sets that we have purchased and loaned to all the schools in the local system, but, again, it can be very expensive expanding a library of this sort and we have found that the Media Resource Center that serves the sourrounding communities can meet our needs.

The third method pf presentation is with self-made audiovisual tapes. We have been most fortunate in the cooperation received from the local community in our efforts to educate our students as to the opportunities which exist locally. Speakers, representative of all the clusters, have given of their time to come to the school and be interviewed on video tape. At first, we did the interviewing ourselves, but saw a learning experience involved in this and turned it over to the speech class. We worked closely with the students and their teacher, but the students did all the final interviews and filming themselves. The teacher and students were all most willing to get involved and, in addition to doing interviews, they made cassette tapes for filmstrips which came with only accompanying scripts.

Occasionally, we have had speakers come in and give some background information on their jobs. Question and answer periods follow. We tape these visits so that those who could not attend can view them at a later date.

Source of this practice:

Name Fred Freise

School/College/Other organization
Career Education Office, Memorial Junior High School

Address 130 Wescott Road
South Portland, ME 04106

Telephone 207 774-4421

Title of Community-Based Practice 4-H Economics in Action Workshop

Suggested level(s) for use 11th and 12th Grade

Description of Practice:

Four-H Economics in Action (EIA) is an economic education program designed to acquaint high school students with the economic activities in their community. Business and inddstry visits are supplemented with presentations by economists and business representatives. To insure that the program participants are aware of the economic concepts involved in their community, individual and small group discussions between youths, business leaders, and community leaders are always included in the 4-H EIA program.

Sample Objective(s)

For the program participants to be able to:

--Understand how the American economic system works

--Understand the responsibilities and roles of the consumer in the American economic system.

--Recognize the broad range of occupations available in the participant's community.

Planning Checklist

1. Program mechanics (date and length)
2. Costs (financing)
3. Industry participants
4. Local arrangements (food, transportation, housing)
5. Local Publicity
6. Student Selection
7. Program content
8. Printed program
9. Evaluation
10. Participation certification
11. Acknowledgements

Resources Needed

1. Financial (from $5/one day programs to $30/three day programs)
2. Time (commitments from business and community leaders for tours, Presentation, interaction panels, etc.)
3. Personnel (commitments from business and community leaders and economists for expertise in program topics.)

Procedures for Gaining Support of the Practice

1. Survey and establish local interest (ext. 4-H agent)
2. Establish preliminary business and community support (individual office visits)
3. Establish formal business and community support (formation of advisory and steering committee(s) composed of business and community leaders, school officials, youths, and Extension 4-H representatives.)

Possible barriers to Implementation

Lack of support from school officials (Besure they are involved in the initial planning stages).

Lack of support from business and community leaders (most business and community leaders encourage economics education efforts).

Management Considerations

Program emphasis -- topics might include money and banking, management, marketing, building a business, inflation, international trade, agriculture, furniture, or textiles.

Size of program -- consider factors such as size of business, tour groups desired, transportation, facilities, etc.

Fund raising -- should be accomplished by business and community leaders on the advisory and/or steering committee (s).

Evaluation Procedures Recommended

Written pre test and post test examination on specific economic topics

Post-program evaluation which rates speakers, tours, presentations, and other activities on an excellent - good - fair - poor scale.

Student evaluation which designates two or three students to report on the contents of each part of the program

Other Pertinent Information

Program flexibility -- easily adapted to the needs and interests of the local community

Source of this practice

Dr. Robert D. Dahle

Extension Economics Specialist

Department of Economics and Business

North Carolina State University

P. O. Box 5576

Raleigh, NC 27650

919 - 737 - 2885

Title of Community-based Practice: Career Fair

Suggested levels: Middle/junior high and senior high

Description of the Practice:

Junior and senior high school students participate in this day-long activity organized by the fifteen job clusters, each with a cluster chief. Planning is done by a general committee composed largely of community persons and student preparation is implemented with planned activities in English and social studies classes.

Sample Objectives:

students will increase their knowledge of careers;

students will become familiar with the career clusters;

students will experience some changes or growth in attitudes and values concerning their personal career development;

students will expand their perceptions of role possibilities for women and men;

school personnel, students, parents and other community people will communicate and learn from each other through participation in this activity.

Planning Checklist:

Name a general planning committee including representatives from the schools, chamber of commerce, labor and professions.

Secure 15 "cluster chiefs" to be responsible for securing exhibitors within each of the 15 clusters, and for helping to see that exhibits will be effective and appropriate.

Prepare materials for classroom study prior to the Fair depending on grade level commitment from teachers, the classroom preparation could include assessments and inventories regarding aptitudes, interests, values, goals, and movies or discussion of expanded career opportunities for women. An explanation of the career cluster concept and a description of the clusters is a "must".

Draw a scale map of the area for the fair, designating space or booths for exhibitors. Secure list of needs (tables, chairs, electrical outlets). Print programs with maps of exhibits identified by cluster numbers.

Arrange for installation of wiring to serve exhibits and for dividers or curtains to separate exhibits.

Publicity

Resources Needed:

Money for rental of space, tables, dividers, installation of electrical outlets (some of this may be donated) by exhibitors. If held in a school, rental fees are elminated.

Career education materials for classroom use. May be developed by a career education committee.

Procedure for Gaining Support of the Practice:

Get commitment from school administration, school board, business, professional and labor groups.

Possible Barrier to Implementation:

Apathy on the part of teachers. It is important to involve teachers in the planning stages and keep them informed!

Management Considerations:

To assume leadership for this activity calls for a willingness to spend a good deal of time. The Fair planner will need some released time from other duties. Part-time secretarial help is probably necessary.

Evaluation Procedures Recommended:

Pre and Post instruments used in classrooms to measure career knowledge-cluster knowledge.

Evaluation forms to be filled out by students, exhibitors, parents, teachers

Source of this Practice:

Mrs. Irma Becker, Counselor
West Junior High School and Career Fair Co-Chairperson
Rapid City
South Dakota 57701

(605) 394-4033

Title of Community-based Practice: High School Level Awareness Day

Suggested levels for use: High School and Adult

Description of the Practice:

Jointly sponsored by the local chamber of commerce and the local board of education, this practice provides a unique opportunity for adults to come into the schools to see the students in action. Students demonstrate applied skills during afternoon and evening sessions, divided by a buffet dinner for the participants.

Sample Objectives:

To raise community awareness of existing career and vocational education programs in Bloomfield Schools; to recognize achievement of students and faculty in these areas; to demonstrate and reinforce working relationship between business, industry, civic organizations and the Board of Education.

Planning Checklist:

Contact Education Committee of Chamber of Commerce;

Group meeting of all Career and Vocational Education staff to form committees--Publicity, Program; Banquet; Exhibits/Demonstrations, Restoration (set-up/clean-up), Awards Committee.

Each committee has own list and reports to central committee.

Resources Needed:

Funding ($500.); gym (space facilities); personnel for demonstrations and restoration; printing; clerical and telephone; community task force.

Procedures for Gaining Support of the Practice:

Teacher of year award at banquet; student participation and recognition (certificate): active support and cooperation of Chamber of Commerce; letters to prominent citizens and community organizations.

Possible Barrier to Implementation:

Lack of staff and community cooperation; lack of funds

Management Consideration:

Must involve community organizations and staff/available day time.

Evaluation Procedures Recommended:

Formal and informal -- conducted by staff and Education Committee of Chamber (self evaluation)

Source of this Practice:

Mr. Leon Wilchynski, Supervisor
Vocational Education
Bloomfield High School
Huckleberry Lane, Bloomfield, CT 06002

Title of Community-based Practice: Career Month

Suggested levels for use: Junior/Senior High School (9 - 12)

Description of the practice:

An Ohio school district features each month a subject area and its related careers. Extending throughout the month are varied activities such as speakers and field trips. As a follow up to each month's emphasis, individualized explorations are arranged for interested students.

Sample Goals:

1. The teacher will lead discussions concerning the seven developmental areas and relate these areas to many careers in the subject area as well as help with the gathering of information.

2. The student will compile a notebook containing a career profile and all the information gathered during the month.

Planning Checklist:

1. Students will familiarize themselves with questions to ask of the persons they interview.

2. Teachers will :

    a. attend a scheduled workshop one week before career month begins;

    b. look for suggestions for bulletin boards and assign students to begin constructing them;

    c. discuss with the students, the month coming up and the part they play in making the series of activities a success;

    d. acquaint themselves with: the seven developmental areas, how these areas influence their discipline, careers in the clusters related to subject taught, and available inservice dealing with career development.

Resources Needed:

1. Suggested activities for classroom or homework assignment

2. Ideas to discuss for the seven developmental areas

3. Some questions for thought and discussion

Procedures for Gaining Support of the Practice:

Meet first with the department heads to sell the idea.

Follow up with a meeting of all department members. Focus this meeting upon getting the thinking of each person about the career month proposal.

Possible Barriers to Implementation:

Teachers not wanting to participate. This is best overcome by introducing them in the planning.

Management Considerations

Chairperson or counselor serves as coordinator to insure progress.

Evaluation Procedures Recommended:

Follow up meeting with department personnel to evaluate strengths, weaknesses, and set new directions for the next year is recommended (see form).

Other Pertinent Information or Comments:

It is important to note that this month should be utilized by teachers to relate their subject to life and work. They should use a multifaceted approach to accomplish this end;

1. Daily (2 - 5 minute) discussion of a job title using the course information
2. Student occupational investigation including an interview with a person doing the job and either a written or oral report
3. Guest speakers
4. Field trips
5. Also, see suggested calendar of career month activities.

Source of this practice:

Name Randall Redington, Director

School/College/Other Organization Career Education Office, Defiance Public School System

Address 629 Arabella Street, Defiance, Ohio 43512

Telephone 419 - 782 - 9452

Student Exploration Form

Mr. Dennis Gable Exploration Coordinator	Career Development Program Defiance Public Schools	Phone: 782-9452

I, ______________________________________, will visit
(student's name)

______________________________ on ____________ from __________ to __________
(name of business) (date) (time) (time)

so that I can explore the following occupation: ______________________________
(name of occupation)

Upon arrival I will report to ____

****

TO BE COMPLETED BY AUTHORIZED PERSON AT SITE.

The student arrived at the exploration site at ______________________________
(time)

Your comments: ____.

____
(business person's signature)

Thank you for your cooperation!

Please indicate the results of your exploration:

1. My placement was interesting, helpful, and a learning experience.
   Yes_____ No_____ Undecided_____
2. The representative and workers were courteous and helpful to me.
   Yes_____ No_____ Undecided_____
3. Because of today's placement, I know more about my career goals.
   Yes_____ No_____ Undecided_____
4. I still plan to pursue the same career that I explored today.
   Yes_____ No_____ Undecided_____
5. I would recommend this exploration experience for other students.
   Yes_____ No_____ Undecided_____
6. What further information would you still like to receive relating to your career plans?

THIS MUST BE TURNED IN THE DAY AFTER YOUR EXPLORATION!

SUGGESTED CALENDAR OF CAREER MONTH ACTIVITIES

MONDAY	TUESDAY	WEDNESDAY	THURDSAY	FRIDAY
	Begin a discussion on the Seven Developmental Areas in very broad terms. Work on basic definitions of each.	Continue the discussion of the Seven Developmental Areas		
Start to compile a list of career related to your subject area. Name as many job titles as possible			Encourage the career exploration for after school or on weekends	
	Begin to research one or two careers the students are interested in finding out more about	Continue to research if more time is needed	Have the class select a guest speaker to come in and talk about an occupation	
Interview with a person in the field of their interest, either after school or on a weekend				Notebook for Career Month due

Suggestions of ideas to discuss concerning the seven developmental areas.

Self - recognizing one's own abilities, interests, aptitudes, achievements, individual uniqueness and value system

Economics - identify the roles of financial institutions in our society, understand the implications of different life styles, understand the range of social and economic benefits associated with various occupations, costs involved when selecting a careers, understand that we are all consumers throughout our lives

Decision Making - understand that the decision making process is influenced by your value system, be able to establish tentative goals, rational decision making processes are applied in making choices, learn to accept responsibility for decisions

Individual & Environment - develop an understanding of how family, school, peer group, church, and community influence an individual's environment, recognize that work is related to the physical and social environment (status), recognize forces such as social, economic, educational, cultural factors that influence their working attitudes

Education & Training - recognize that learning is a continuous process in and out of school, recognize that educational experiences are a part of life planning, recognize that varying life styles require different types of educational preparation

Employability & Work Adjustment - recognize that implications of working with and without supervision, independently, and with others, development of work habits and attitudes necessary to complete work, recognize individual differences and become tolerant of others

World of Work - understand that there is a wide variety of workers in the world, appreciate the contribution of all workers, learn what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations

SUGGESTED ACTIVITIES FOR CLASSROOM OR HOMEWORK ASSIGNMENT

Activities for Goal I

A. Use a handout describing the seven developmental areas followed by a discussion of each area.

B. List the seven developmental areas on the board. Ask the students to define what developmental areas means to them. Follow up with a discussion of each area.

C. Use varied forms of instructional media to express the seven developmental areas.

D. Use posters and bulletin boards to demonstrate how peoples' lives are affected by each of the seven developmental areas (ex. economics-different life styles). (HINT: For each developmental area show the extreme effects they have on the lives of people today.)

Activities for Goal II

A. Have students develop a list and discuss career opportunities they feel will require the skills studied and learned in your subject area. You, as the teacher, will want to expand this list as the discussion develops.

B. Students utilize the seven developmental areas to critically analyze one or two of the careers listed on the board. Students and teachers could use the Occupational Outlook Handbook, Career Briefs, Career Box, D.O.T. for the information needed (suggested that students take notes throughout).

C. Students could also accomplish B (above) through personal interviews with parents, relatives, or a person working in that field, guest speakers, classroom simulations, use of filmstrips, books, pamphlets, periodicals, magazines.

D. Individual career explorations should be encouraged; these could be conducted after school or on weekends. You will be asked to play the vital role of advising students on the mechanics of arranging their career explorations.

Activities for Goal III

A. Student definition of the seven developmental areas

B. A compiled list of careers related to the subject area

C. Notes taken during class discussion also notes from gues speakers

D. Information about a career(s) found in other sources (refer to Goal II for suggested additional sources)

E. Include pictures related to specific career the student chooses.

Activities for Goal III Cont'd

F. Include notes taken from an interview

G. Summary of the career exploration (if taken)

H. A short final report. Drawing from the students experiences in the classroom and information gathered for the project or notebook, ask the student to express how his first occupational choice will affect the seven areas of his own career development (report structured around the seven developmental areas). "If I Were A ..."

SOME QUESTIONS FOR THOUGHT AND DISCUSSION

1. Why is it important that we understand ourselves?
2. What are some of the important influences that shape our personalities?
3. Why is planning important in achieving our goals?
4. Where can people seek assistance in solving their problems?
5. What is the difference between interest and ability?
6. How would your interest affect your choice of a career?
7. Do interests change over the years? Can this affect a career and how?
8. How do your abilities influence your success in a career?
9. Is it important for you to analyze your abilities?
10. Are a person's interest and abilities always the same?
11. Do your personality characteristics influence occupational success and how?
12. Can personality be improved?
13. Should your parents be involved in your career choice?
14. What responsibilities do you have toward your parents?
15. Why do people work?
16. Why is it important to start making educational and vocational plans now?
17. What are some errors a person might make in selecting a career?
18. Can a person achieve success in more than one career in a lifetime?
19. What are some factors that contribute to the wrong choice of a career?
20. What is it important to understand employment trends?

21. How can one overcome job discrimination?

22. Where are the greatest number of persons employed in Lorain?

23. Why is it important to develop a positive attitude toward your community?

24. List some sources of occupational information within the school.

25. How many different occupations are there from which to choose?

26. Why is it helpful to understand the educational training requirements for an occupation while you are still in school?

27. What is an "entry level" job?

28. Why is it helpful to know about related occupations?

29. How can work experience be valuable to a person's career?

30. What are the advantages and disadvantages of vocational work?

31. What are the advantages and disadvantages of a college education?

32. How will your life after high school be different?

33. How do you benefit from a high school education?

34. Why do pupils drop out of school?

35. What questions do you have about the future that remain to be answered?

The following questions are suggested as a guide for preparing students for their interview in the community.

Name of person interviewed
Official Title
Name of business or firm
Years of experience for person interviewed

1. What general and specific training was needed for you to prepare for your present occupation?
    a. How long?
    b. What kind?
    c. Where?
    d. Approximate cost?

2. Was any apprenticeship program necessary?

3. What is your approximate income in very general terms?

4. Is there any opportunity for advancement?

5. Of all the subjects you studied in school, which ones do you use most in your job?

6. Have you had to return to school, or receive additional training since you began working?

7. What is a typical day like in your present job?

8. Do you work regular hours, overtime, regular vacations?

9. What safety and health regulations do you have to follow?

10. Do you need any special clothing?

11. Are you represented by any labor union or association?

12. How important is your personal appearance in your job?

13. What is the employment outlook for the future in this career?

14. What are the advantages and disadvantages of your career?

15. Does your job require you to uphold a certain image in the community? If so, what kind of image.

16. Can you see your interests leading you into a new career in the future?

Title of Community-based Practice: Career Fair with Alumni Resources

Suggested level for use: high school

Description of the practice:

Once or twice yearly the alumni association and the student government co-sponsor this college-level practice. Forty to fifty alumni representing over a dozen career areas meet with interested students in booth-type settings. The student hosts serve as guides and make introductions to the alumni. The fair may be augmented with mini-seminars conducted by counselors on the subject of resumes, interviews, and job hunt strategy.

Sample Objective:

To provide students the opportunity to investigate several career possibilities, including college, by way of discussion with alumni in the fields of interest

Planning Checklist:

Facilities
Career fields/colleges to be represented
Alumni volunteers
Advertising
Hosts/hostesses
Parking for alumni
Time allottment
Letters to alumni participants
Signs to mark career tables and entrance to fair
Committee to plan

Resources Needed:

Several rooms or a large central room

Some 20 - 30 alumni depending on size of the fair

Audiovisual equipment as needed

Students to make posters and serve as hosts/hostesses

Tables and chairs for alumni use at career tables

Procedures for Gaining Support of the Practice:

Advertise in school paper and as public service in media.

Get teachers and counselors to give verbal support of the fair in class and office.

Place posters throughout the school.

Arrange for students to make short presentations in class and/or homeroom.

Convince the student leaders of the value of the fair.

Possible Barriers to Implementation:

Lack of enthusiasm, support, or interest

Management Considerations:

An administrator should form a committee of school personnel and students to handle different aspects of the fair -- facilities, advertising, alumni.

Use students from an honor society or school service group.

Prior planning is most important. Allow enough time.

Evaluation Procedures Recommended:

Questionnaires should be given attendees and the host/hostesses should informally question attendees as they leave. Questionnaires may be issued and collected in a class.

Other Pertinent Information:

Timing and location are important to draw students. It must be convenient, e. g. on a Saturday before a football game or just after classes. May even have last day of classes suspended so interested students could attend.

Possible career fields: college, computer/dp, education, finance/banking, health, hotel/restaurant, legal, social service, non-profit, information/communications, sales/marketing, personnel, public administration/government, trades, etc. May have local employment security representative present.

Each field is represented by two to three alumni who will discuss career with students who approach. May use table for each field. Clear markings are very important, both at the table and at the entrance. A poster at the entrance should list each field, the alumni there along with their year of graduation, and their firms.

The host/hostesses are students who direct attendees to proper table, may introduce fellow students to proper alumni, or just encourage shy attendees to enter and ask questions.

Fair may run from two to three hours depending on when it is held.

School counselors should participate and assist.

Make prior arrangements for alumni parking and provide refreshments for them during the fair.

Send follow-up thank you letters to alumni who participated.

Obtain local media coverage.

Mini-workshops may be scheduled in conjunction with the fair: applications, colleges/SAT's, or job search.

Source of this practice:

D. Michael Ryan, Assistant Dean
Boston College
Dean of Students Office
Chestnut Hill, MA 02167

617 - 965 - 3360

Title of Community-based Practice: Health Career Fair

Suggested level for use: High School (grades 10 - 12)

Description of the practice:

Sophomore students in a Florida county participate annually in a fair focusing on health careers requiring up to two years of training and cosponsored by the schools and the county medical society auxiliary. The fair involving displays, demonstrations, and discussions, is repeated on site for each of the local high schools.

Sample Objective:

To expose students to a wide variety of health careers in an actual work setting

Planning Checklist:

Transportation to hospital

Schedule around starting and closing of school as well as lunch.

Hospital needs to be well organized. Break into groups of approximately fifteen.

Resources Needed:

Funds for busses

Planned lectures and demonstrations by hospital personnel

Possible Barriers to Implementation:

Hospital personnel unwilling to cooperate

Funds for transportation not available

Management Consideration: Scheduling of students

Evaluation Procedure Recommended: Survey of students

Other Pertinent Information:

Our current Health Career Fair is simply a large field trip for 1800 sophomores. The hospital organizes their end and our obligation is to set the students there in two shifts each day(150 students per shift). If the school superintendent suggests the project and the hospital administration is supportive, it will work fine.

Source of this practice:

Coordinator, Guidance Services
Marion County School Board
P. O. Box 670
Ocala, FL 32670

904 - 732 - 8041

Title of Community-based Practice: Mini-Career Days

Suggested level(s) for use Eighth Grade

Description of Practice

Jointly soponsored by a three-county Illinois industry-education-labor council this is a series of four or five specialized mini career days. Although following the same general format, each school series is tailored to its own situation.

Sample Objectives

Introduction to students of possible occupations available in our area. A personal conversation with a community resource person who will explain his or her job/profession, the educational requirements, job availability, compensation, both monetary and personal, and job satisfaction. The value of this type of experience should channel sutdents into a satisfying career of eliminate, by investigation, a previously contemplated occupation. Their desired life style and mental and physical capabilities should dictate the careers available.

Planning Checklist

Appropriate setting - large area suitable for resource person to display the materials relevant to their occupations. An area where the students can move freely from one occupational area to another and faculty supervision for good discipline.

Resources Needed

Human resources is the most important part of your plan. The av ailability of community persons willing to give their time and talents to assist our young people in choosing appropriate goals for employment.

Procedures for Gaining Support of the Practive

The procedure for getting support of Mini Career Day is Explosive. Our resource people feel it is a rewarding experience and the information of such a practice spreads around the community creating its own support.

Possible Barriers to Implementation

The practice of Mini Career Days is well established in our area. Regretfully man power, their time shortages, limit the number of such activities. Close cooperation of school personnel and our council is necessary. The school personnel must be ready to prepare their students to intelligently converse with our chosen occupational Representatives. To assist in this function we developed a series of possible questions to be asked by the students and in reverse, have supplied the resource persons with a list of similar questions that they could be prepared to answer.

Evaluation Procedures Recommended

We encourage the use of evaluations. The school is asked to prepare evaluation sheets. We use this as guideline for improvement. We have found on our resource persons evaluation Mini Career Days are "interesting, stimulating and worthy of the time given for young people of our community."

Source (s) of this practice:

Mrs. Ella H. Burlison, Coordinator
Tri-County Industry-Education Labor Council, Illinois Central College
Room 133B
East Peoria, Ill 61635

1-309-694-6418

Title of Community-based Practice: People Week

Suggested levels for use: Middle/Junior High School and Senior High School

Description of the practice:

Students meet daily with two community adults in this four-day South American practice designed for sharing of occupational and hobby interests. Activities each day involve discussion, demonstration, and media presentations, after which large group events encompassing dance, sports, and theater are held.

Sample Objectives:

To encourage school-community cooperation in career education

To generate interest in exploring work and leisure opportunities within a local community

To develop career awareness for a wide age-range of students through a series of seminars and enrichment programs

To utilize members of the community as career educators

To utilize students as leaders in planning and carrying out a career education activity

Planning Checklist: A chronology of events for People Week is included.

Resources Needed:

Human -- adult organizers/sponsors, student coordinators and assistants, members of the community who represent a variety of careers

Material -- meeting areas, publicity, schedule of event hospitality table, equipment for presentors, vehicles to transport large equipment

Procedures for Gaining Support of the Practice:

- Discussions with school personnel, parents, and other community resource people
- Flyers
- Telephone calls
- Letters
- Word-of-mouth information

to parents and community resource people

- Presentations to classes of students
- Continuing contact with students and presentors through periodic announcements
- Planning meetings with student organizing groups

Possible Barriers to Implementation:

- Negative attitude toward career education: opposition to a "non-academic" activity
- Inadequate support from administrators and teachers
- Inadequate time for planning and implementation
- Unsystematic approach

Management Considerations:

- Support from students, faculty, and community
- Time for planning
- Selection of student leaders and assistants
- Definition of roles
- Publicity
- Scheduling logistics
- Follow up

Evaluation Procedures Recommended:

Written evaluation by students which includes:

What did you learn from People Week?

What were some of the highlights of the week?

How could People Week be improved?

Follow up with community participants (e. g., rating scale) to evaluate their satisfaction with the program, its organization, their part in the program, how well they understood their role, the provision of equipment, timing, and student reaction to their presentation.

Source of this practice:

Mr. Jim Lieber, School Psychologist
Jackson County School System
P. O. Box 248
Scottsboro, AL 35768

574 - 6079

PEOPLE WEEK: Chronology of Events

1. Interest and support for People Week was generated. Talks were held with teachers, counselors, administrators, parents, and community resource persons about the purpose and usefulness of the idea. Emphasis was placed upon the development of individuals and groups; e.g., awareness of self and others, career exploration, alternative pathways to work and leisure, decision making, responsibility for thought and action, planning and organizing an educational venture, enhancement of school-community relations, formation of a basis for additional community-based education. In short, a philosophical and practical power base was built.

2. Details of the program were formulated. Three interest areas based upon the availability of resources in the local community were specified; i.e., business-industry, fine arts and science. Areas of authority and responsibility were defined. Potential scheduling arrangements were specified. Human and material resources at the school were activated. Adult sponsors were named.

3. Initial publicity efforts were undertaken. Flyers, phone calls, letters, and word-of-mouth information to parents and community resource people were used to prepare a resource file of potential presentors in each of the interest areas. Presentations to classes were made by the sponsors. These presentations were vital to getting the program off the gound.

4. Student coordinators and assistants were selected and trained. At a general meeting, students volunteered to work in specific interest areas. One coordinator per interest area was assisted by 6-8 peers. The coordinator was responsible for the overall functioning of his/her interest area. The assistant was responsible for tasks such as contacting potential presentors, informing presentors of the details of the program and his/her role in the program, securing commitments from presentors, generating enthusiasm among the workers, helping to arrange the master schedule, acting as host for a particular presentor. Students were informed about how to carry out their task. For example, a face-to-face meeting with a potential presentor was role played.

5. Presentors were contacted and tentative commitments were secured. Emphasis was placed upon a description of the purpose and format of the program, possible methods of presentation, and the characteristics of the student population.

6. Periodic planning meetings between student coordinators, assistants, and sponsors were held to monitor progress of the program.

7. Commitments of presentors were confirmed. The purpose of the program and role of the presentor were re-emphasized. Special needs were noted; e.g., transportation, equipment, and space.

8. The program schedule was developed.

9. Advanced publicity was conducted.

10. Student schedules were developed and disseminated. Using the master schedule as a guide, students listed their preferred choices by day and time. Each student's final schedule of activities reflected his/her choices as closely as possible. The number of students per presentor was balanced to facilitate program effectiveness. Behavioral expectations were communicated to students. Also, student were encouraged to interact with the presentors.

11. Student hosts were selected and trained.

12. People Week was implemented and evaluated. An evaluation consisting of three questions was given to students and teachers. The questions were: What did you learn from People Week? What were some of the highlights of the week in your opinion? How could People Week be improved? Follow-up information was distributed to presentors.

Title of Community-based Practice Career Cluster Practice

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) High School

Description of the practice

The local extension service and school district cosponsor this day-long three-session practice emphasizing awareness of career clusters. By means of this yearly practice, students are able to learn about up to 12 career clusters during their high school years.

Sample Objective(s)

To create an awareness of a broad spectrum of careers within three career clusters.

Planning Checklist

1. Gain commitment from resource people.
2. Secure biographical information from resource people.
3. Make room assignments and prepare schedule.
4. Develop evaluation.
5. Arrange for any funding required, such as for speakers' lunches and refreshments.

Resources Needed

Student hosts to introduce speakers.
Community resource people.
Staff assistance from the extension service office.
Facility with rooms for the sessions.

Procedures for Gaining Support of the Practice

1. Communication of expectations of all participants - speakers, hosts, students.
2. Adequate staff for handling unusual problems which may arise.
3. Careful planning including student interest assessment and assignment, scheduling, etc.

Possible Barriers to Implementation

Lack of interest by some students.
Choice of knowledgeable, but uninteresting speakers.
Teacher disinterested and/or unwilling to participate.

Management Considerations

1. Development of plan based on student interest and job market.
2. Scheduling appropriate amounts of time for each session.
3. Preparing for contingencies, such as a default by a speaker.
4. Promotion of the event and other necessary communications with all persons involved.
5. Coordination with cosponsoring organization.

Evaluation Proceudres

Students, teachers, and resource persons each complete a formal evaluation of the event.

Other Pertinent Information/Comments (such as possible variations)*

Suggested outline for career cluster presentation follows. A special session - Eighth Grader Looks Toward the Future - is held for this group of students.

Source(s) of this practice

Name M. S. Burkett, Extension Agent

School/College/Other organization Virginia Polytechnic Institute and State University

Address P. O. Box 697
Lebanon, VA 24266

Telephone ______________________
(area) (number)

SUGGESTED OUTLINE
for
CAREER CLUSTER PRESENTATION

1. Give a general description of the career cluster.
2. Discuss levels of occupations within the cluster -- semi-skilled, skilled, professional, managerial.
3. Typical careers at various levels mentioned in 2 above.
4. Educational preparation/other training necessary, as well as the range of cost.
5. Involvement with people, data, things.
6. Opportunities for advancement from one level to another. Point out opportunities on a local level.
7. Realistic employment outlook -- locally, state, nationally.
8. Projected range of earnings.
9. Working conditions that can be expected -- inside, outside, underground, etc.
10. Intangible earnings associated with jobs in the cluster.
11. Use every opportunity to encourage:
    a. Good school attendance
    b. Importance of a good school record
    c. A positive attitude
    d. Patriotism
    e. A correct/legible job application when applying for a position. Also good personal appearance when being interviewed.
12. Feel free to bring resource materials for distribution to students. Guidance counselors at the high school would appreciate copies of resource materials (if you have extras).

This is merely a suggested outline and in no way do you have to stick to it. You may find it useful, however, as you make further plans for your presentation.

Title of Community-based Practice Business Profession Teaching Day

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) Junior and Senior High School

Description of the practice

One day each spring, the social studies teacher in each public and private junior and senior high school is provided with a guest teacher from the community. The guest who is a chamber of commerce member may speak on his/her occupation, an assignment in business, or some other subject of interest, such as college and career opportunities after high school.

Sample Objective(s)

1. To give business people the opportunity to spend a day in a classroom and share personal knowledge with students.
2. To give students an opportunity to meet face-to-face with persons in the business world, and to help close the gap between the academic, theoretical application of knowledge and the actual practical application in the day-to-day activities of business.

Planning Checklist

1. Contact Superintendent of local school board, explain program and set date. Also contact private schools.
2. Work with the Supervisor of Social Studies who assigns the American History classes for Business Profession Teaching Day.
3. Send different initial letters of invitation to participate to Chamber members:
   A. Members of the Education Committee
   B. Previous participants who are not on the Education Committee
   C. New prospects (new members, responses from ACTION (Chamber newsletter), or persons who may be interested
4. Try to select good speakers from a variety of professions as well as an appropriate balance of sex, race, and age.
5. As participants send in preferences of school and subject to be taught, make assessments on a first come, first served basis. Consult with the Superintendent of Social Studies when pairing teacher and business person.
6. Notify each school principal by School Board office letter of the date on which Business Profession Teaching Day is scheduled.
7. Hold a meeting of all participating teachers and the chamber's Chairman and staff members.
8. Notify each teacher of the guest assignment to his/her class. Guest is asked to contact the teacher by a certain date or else the teacher takes initiative.
9. Each guest is provided with the school name and teacher's name and phone number for his/her assignment.

10. Hold a meeting with all new participants to provide helpful hints, including using the inquiry approach (asking students questions to determine their interests), using visual aids, handout, and the need for enthusiasm.

11. Make reminder phone calls to all participants the day before Business Profession Teaching.

Resources Needed

1. Lists of schools and teachers, along with their schedules.
2. Resource people from the Chamber of Commerce membership.
3. Coordination provided by the cahmber staff.
4. Clerical assistance

Procedures for Gaining Support of the Practice

1. Hold meetings of decision makers and representatives of sponsoring organizations.
2. Communication by means of letters and phone calls to assure that details are clearly understood.
3. Thoughtful pairing of guests with schools and classes based on interest and appropriateness.

Possible Barriers to Implementation

1. Unconcern for or inability to secure resource people for a variety of careers.
2. Pairing of guests with classes without considering factors such as, the makeup of the group or the biases or interests of the guest.
3. Less than full support from the chamber because of small staff or other priorities.

Management Considerations

1. Communication with all parties - sponsors, guests, teachers, and students
2. Coordination of all activities including delegation of responsibilities, accountability, time-line deadlines, etc.
3. Evaluation and follow up/follow through

Evaluation Procedures

Each participant completes an evaluation form (included).

Other Pertinent Information/Comments (such as possible variations)

Followup consists of sending a thank you letter along with the evaluation form.
Possible variation would be to conduct the event each quarter and to have the guests speak to other classes so that each student is exposed to 4 career areas during the year.

Source(s) of this practice

Name Margina Spencer, Director Community Affairs

School/College/Other organization Baton Rouge Area
Chamber of Commerce

Address P. O. Box 1868
Baton Rouge, LA 70921

Telephone 504 (area) 387-1400 (number)

BUSINESS PROFESSION TEACHING DAY

Do you feel the program was worthwhile?________________________________

Would you like to participate again in this program?____________________

Comments on the school you visited? Name of school:____________________

Suggestions and constructive criticism:

Name_________________________
(optional)

Firm_________________________

Title of Community-based Practice: Career Seminars with Alumni as Resources

Suggested levels for use: junior and senior high school

Description of this practice:

Specific career fields or alternative careers are the focus of this practice conducted by the alumni association, sometimes in conjunction with appropriate student organizations. Held in the evening at Alumni Hall, the seminars consist of a student moderator and four or five alumni panelists in a presentation and question-and-answer period followed by individual conferences with the students.

Sample Objective:

To educate/inform students about career fields and/or college using local school alumni to provide insight and practical first-hand knowledge.

Planning Checklist:

Location
Advertising
Panelists
Moderator
Parking
Refreshments (if desired)
Audiovisual equipment

Resources Needed:

Building/room in which to hold the activity
Audiovisual equipment from school or within school system
Chairs for audience
Refreshments, if desired and if funding is available

Procedures for Gaining Support of the Practice:

The success of one program will lead to future successes.

Advertising should be through school newspaper, local public service announcements, posters around the school, and by oral support from teachers in class.

The seminar may be tied to a class project.

Possible Barrier to Implementation:

Lack of enthusiasm or support

Management Considerations:

One person, administrator, should be in charge with possible volunteer committee of three or four.

In high schools, students should be involved in planning and implementation. School organizations such as honor society or school service group may be used.

Evaluation Procedures Recommended:

Pass out short questionnaire at beginning of seminar and collect as students leave.

As students leave, ask them informally about their reactions to the activity.

Other Pertinent Information:

Must gather pool of interested alumni volunteers. Write or call local graduates, playing on their egos to participate in these seminars.

Each seminar should be about college or on a specific career field i. e., finance, health, sales, etc. with each panelist representing a different aspect of the field.

The program format should be as follows:

Moderator welcomes all and briefly introduces panelists.

Each panelist has ten to twelve minutes to speak on how he/she entered the field, background, responsibilities, job description, and opportunities.

Aquestion-and-answer period is conducted.

Panelists then split to different parts of the room and have individual/small group discussions with students.

Time planning recommended is as follows:

One hour for introduction and panelists' presentations

One-half hour for question-and-answer period

Unlimited time for follow up discussions, depending on alumni schedule

Two hours total seems to be desirable.

The seminar should be presented after school. Don't use it as part of a general assembly since many uninterested students are then drawn. May scale time down and use two alumni for a class period.

Source of this Practice:

D. Michael Ryan, Assistant Director
Boston College Alumni Association
Chestnut Hill, Massachusetts 02167

617 - 965 - 3360

Title of Community-based Practice: World of Work Career Fair

Suggested level(s) for use (elementary, secondary, postsecondary) Secondary

Description of the practice:

Covering the fifteen occupational clusters, this Maine practice for junior high level involves guests representing institutions of higher learning, crafts and hobbies, and the industrial world. Guidance classes are used for preparation activities and English classes for follow up discussion and evaluation.

Sample Objective(s)

To give Junior High pupils a hands-on experience handling tools, equipment, machinery under professional supervision.

To enable pupils to get firsthand knowledge about careers/jobs.

To meet and talk to people in many career fields.

To find out advantages, disadvantages, education needed, salary, fringe benefits, etc. in various careers.

To have personal contact with someone in a career the junior high pupil may be interested in shadowing (later on).

To give exposure to a child in the process of interviewing an adult and relating to that person as an adult.

To give the pupils a broad basis of information with a variety of careers.

To require all pupils accountable by having to submit some form of report, oral or written.

Planning Checklist

Career Fair Work:

Survey pupils for their interests and needs.

Contact exhibitors (letter/phone); alert them on level of pupils attending FAIR (to gear your conversations, discussions to that level). Ask exhibitors about equipment needed - size of table, easel, screens, carousel electrical outlet.

Lesson plans for English teachers to do in preparation for the FAIR. Prepare questions students should ask exhibitors.

Preview of what to expect, slides on some careers, possibly from last year's FAIR, or pictures exhibitors may share with classroom teacher ahead of time.

Get pupils and teachers input on FAIR by having them suggest people they know who would be good as exhibitors.

Teacher and pupil involvement a must.

Pupils help exhibitors: parking lot help, unload cars, set up exhibits, size of table needed, number of chairs needed by each exhibitor, clean up committee.

Pupils serve coffee, doughnuts to exhibitors (mid morning break).

Pupils decorate room where FAIR is to take place, also put up publicity all around school. Career Guidance Specialist holds contest on outstanding posters on FAIR.

Suggest a theme.

Pupils, teachers, counselors help with a program, art work, typing, etc., name tags, pictures.

Pupils manage a registration table where guests sign in.

Special invitations - mayor, city council, superintendent of schools, special services, parents, etc.

Follow with questionnaire evaluation after FAIR, done in class with/by teacher and pupil.

Pupils help design name tags for exhibitors (red), pupils (white), teachers (blue).

Pupils help staple together programs.

Counselor edits program.

Evaluation luncheon meeting with exhibitors after FAIR (as a token of thanks) and a discussion as to "how things went" and "ways to improve FAIR next year." Pupils may help serve luncheon here and also have input into improvements, suggestions for improving FAIR another time.

Publicity-contact newspapers, T.V., radio.

Counselor should spend adequate time explaining to pupils:
  a. Floor plan of FAIR
  b. Who will be there representing that particular career
     Note: Exhibitors who are young people 18 to 25 seem to relate better to junior high pupils as do alumni.
  c. Courtesy, politeness, reminding pupils to thank the exhibitors who have so graciously given of their time to come to the exhibit.

Other personnel involvement:
- a. Cafeteria people in planning luncheon and coffee breaks.
- b. Custodians on call for assistance with tools.
- c. Maintenance - truck electrical outlets, hookups.

Principal of school - budget for expenses incurred during FAIR, coordinating buses.

Career Guidance Specialist:
- a. line up all helpers for FAIR, alert teachers as to who will be involved with FAIR and in what capacity.
- b. orient or/and instruct pupils on their duties during the FAIR.
- c. use CGS's room to show slides or films of last year's FAIR.

Resources Needed

Adequate room for the whole exhibit, electrical outlets, tables, chairs, audio-visual equipment, extension cords, signs for each exhibitor.

Responsible and cooperative persons to be exhibitors at the FAIR.

Overall project coordinator to make arrangements for all that is needed for the FAIR.

Simple three legged easels make by I.A. pupils are very useful in displaying posters, etc.

Procedures for Gaining Support of the Practice

Getting support of staff by having them participate and be a part of the FAIR.

Getting pupils involved in all phases of the FAIR.

Visit or phone people who might participate in the FAIR as exhibitors, and explain the purpose of the Fair and what one hopes to gain from the project.

Possible Barriers to Implementation

Convincing exhibitors to show up when they have made a commitment. Of the 50 exhibitors we usually have had 2 or 3 not show up, reason being emergency. In this case exhibitors should find a replacement in his field or career. Pupils become very disappointed seeing an empty table, especially when they know who was supposed to be there.

Getting into gym (cancelling P.E. classes) to set up tables, etc., in preparation for exhibitors to arrive.

Planning length of FAIR (time) so as to not to have pupils end up wasting time after seeing all that was available.

Management Considerations

Full cooperation and support from Superintendent of Schools, Assistant Superintendent of Schools, Curriculum Coordinators, Principals, Guidance Counselor, Teacher, Career Guidance Specialist is a must for success of the FAIR.

Evaluation Procedures Recommended

1. Pupils' evaluation - checklist set up (6 to 10 questions)
2. Teachers' evaluation - checklist set up (6 to 10 questions)
3. Exhibitors' evaluation - could be done following the FAIR luncheon at which time open discussion held, comments asked by exhibitors.

Other Pertinent Information or Comments (such as possible variations)

Have 2 or 3 pupils go around to each exhibitor to check correct name, title, mailing address, in preparation for thank you letters which should be done by Career Guidance Specialist.

After a few years if the FAIR continues to meet with success, it may be advantageous to invite other schools from surrounding areas as guests.

If exhibitors are asked to be all set up and ready 1/2 hour before pupils are to arrive, this would give counselors time to phone anyone who has not arrived and make quick adjustments.

Source(s) of this practice:

Name Mr. Anthony P. Mezoian, Guidance Counselor

School/College/Other organization Memorial Junior High School

Address 120 Westcott Road
South Portland, ME 04106

Telephone 207 (area) 773 - 5629 (number)

Title of Community-based Practice Student Expo

Suggested level(s) for use (elementary, middle/junior high school, college/ university, adult) High School

Description of practice

A school district along with four other community organizations and agencies sponsors this annual two-day student expo at a fair grounds site. Consisting of demonstrations, displays and skill contests, the event is designed to provide students with career related information as well as to give them an opportunity to demonstrate career-related skills and products.

Sample Objective(s)

1. To promote cooperation between business and education and the community at large.
2. To promote recognition of achievements by vocational education and fine and applied arts students.
3. To promote public awareness of vocational and career education in public schools.
4. To promote an awareness in students of opportunities in the world of work.

Planning Checklist

1. Arrange for funding — grant or other source.
2. Select committees representing all sponsoring groups and assign purpose/responsibilities of each — Executive, Operational, Sub-committees.
3. Set up time table for program implementation.
4. Plan evaluation criteria for completed programs.

Resources Needed

1. Financial resources
2. In-kind resources
3. Fairgrounds or similar community facility
4. Materials -- handbook of rules and regulations, awards (donated and purchased).
5. Students and other individuals with keen interest and desire to compete or participate in other ways.

Procedures for Gaining Support of the Practice

1. Involvement in planning and implementation of all sponsoring organizations.
2. Wide publicity in a variety of ways.
3. Network of key individuals in the schools and in the community who can interest students and others in becoming involved and/or participating.

Possible Barriers to Implementation

1. Inadequate funding and budgeting
2. Lack of proper planning and organization by representatives of sponsoring groups.
3. Failure to develop detailed procedures for proposals selection and judging.
4. Limited publicity and promotion among students by teachers and administrators and in community by publicity.

Management Considerations

1. Who will process entries?
2. Who will supervise entries and set up exhibits?
3. Who will provide transportation of exhibits?
4. What dates will be set for the Expo and for exhibits to be accepted and released?
5. What are the space limitations?
6. What time table will be set for program planning and implementation?

Evaluation Procedures

1. Questionnaire for student participants and members of executive and operational committees
2. Subjective comments from other attendees
3. Other data collected for the stated goals.

Other Pertinent Information/Comments (such as possible variations)*

Three types of activities are involved: 1) demonstrations, displays, and exhibits; 2) contests; and 3) sales. Sample proposal review forms for these categories are attached.

Source(s) of this practice

Name Mr. James D. White, Coordinator Regional Occupational Program

School/College/Other organization

Merced County Department of Education

Address 632 West 13th Street

Merced, CA 95340

Telephone 209 (area) 723-2031 (number)

* Attach any additional materials e.g. forms or articles describing the practice.

CONCESSION/SALE REVIEW FORM
for
STUDENT EXPO '78

Student Group

Adult Advisor

Items to be sold: Suggested Prices:

1.
2.
3.
4.
5.

Will sale materials or food be prepared on-site or prepared ahead of time and brought in for sale?

Space Needed (All sale areas will be 10 feet deep and allocated in units of 10 feet long):

Electrical Requirements (How many outlets will be needed? Type of equipment to be plugged in?):

Other Facilities Needed

Location Requested:

Date and Times of Sale:

May 11

May 12

CONTEST REVIEW FORM
for
STUDENT EXPO '78

____
Contest Name

____
Contest Chairperson

Contest Committee Members:

1. ________________________ 4. ________________________

2. ________________________ 5. ________________________

3. ________________________ 6. ________________________

Procedure for Establishing and Changing Rules, etc.:

Equipment and Materials Needed (non-purchased):

Equipment and Materials Needed Which Must Be Purchased (estimated cost?):

Space and Facilities Needed:

Help and Equipment Needed in Setting Up and Taking Down (Fairground workmen and equipment):

Time: A. Setup Time Needed

B. When Will Contest Operate? (Date and Time of Day)

Awards: A. Purchased by Student Expo

B. Donated

Contest Judges:

1. ______________________________

2. ______________________________

3. ______________________________

Contest Rules:

1.

2.

3.

4.

Attach Any Entry Forms You Feel Are Necessary

DEMONSTRATIONS & DISPLAY REVIEW FORM
for
STUDENT EXPO '78

____
Name

____
Contest Chairperson

Demonstration or Display Committee Members:

1. ________________________	4. ________________________
2. ________________________	5. ________________________
3. ________________________	6. ________________________

Procedure for Establishing and Changing Rules, etc.:

Equipment and Materials Needed (non-purchased):

Equipment and Materials Needed Which Must be Purchased (estimated cost?):

Space and Facilities Needed:

Help and Equipment Needed in Setting Up and Taking Down (Fairground workmen and equipment):

Time: A. Setup Time Needed

B. When Will Demonstration or Display Operate? (Date and Time of Day)

Awards: A. Purchase by Student Expo

B. Donated

Demonstration-Display Judges (if needed):

1. ______________________________

2. ______________________________

3. ______________________________

Demonstration-Display Rules:

1.

2.

3.

4.

Attach Any Entry Forms You Feel Are Necessary.

18-7

Title of Community-based Practice World of Work Day

Suggested level(s) for use (elementary, middle/junior high school, college/ university, adult) High School

Description of the practice

Co-sponsored by a local high school guidance department and the cooperative extension service office. This practice for seniors enables them to visit a business of choice for exploration. With support from the local Chamber of Commerce, the students are bussed to sites according to a predetermined route and, later, picked up in the same manner.

Sample Objectives

1) To provide the student with practical application for classroom studies in career exploration; 2) to help him/her better understand the community and its related business, industrial, and public sectors; 3) to help him/her see that all jobs, and the people doing them, have value and are vital to a healthy, prosperous community; and 4) to enable him/her to become more familiar with job opportunities in the local area.

Planning Checklist

1. Select steering committee
2. Set date and agenda for the event
3. Inform all parties involved -- students, employers, educators, transportation department
4. Determine areas of student interest
5. Contact employers in areas of student interest and gain their commitment.
6. Plan bus routes with transportation departments
7. Arrange for funding
8. Inform students and employers of their responsibilities
9. Plan evaulation feedback

Resources Needed

1. Funding or in-kind contribution for student transportation, staff time, and materials.
2. Busses and drivers
3. Willing employers in areas of students' interest.
4. Individual to coordinate planning, implementation and followup.

Procedures for Gaining Support of the Practice

1. Well-informed employers and students about purpose and and objectives of the day.
2. Careful planning and carrying out of those plans.
3. Thorough student orientation to their responsibilities and research of area(s) of interest.
4. Solicit support from community agencies and good publicity.

Possible Barriers to Implementation

1. Unclear understanding of purpose and objectives of the activity by students and/or employers.
2. Weak preparation of students -- their own study in the career(s) of interest -- and lack of initiative to ask questions -- prepared and off-the-cuff.

Management Considerations

1. Coordination of busses for delivery and pickup
2. Clear definition of purpose of the activity, communication of same and evaluation based on purpose and objectives.
3. Assignment of responsibilities for publicity, orientation, followup and other functions.

Evaluation Procedures

1. Student questionnaire
2. Host questionnaire

Other Pertinent Information/Comments (such as possible variations)*

1. Open to high school classes other than seniors.
2. Make it an ongoing activity throughout the year with student, parent, or employer providing transportation.
3. Permit student to go on more than one such trip.

Source(s) of this practice

Name M. S. Burkett, Extension Agent

School/College/Other organization Cooperative Extension
Service, V.P.I. and S.U.

Address P. O. Box 697
Lebanon, VA 24266

Telephone ______________________
(area) (number)

While visiting with the business, it is hoped that you will seek answers to the following questions:

1. How much time is involved in this particular job?

2. What type of work is actually done? That is, what activities are associated with the job?

3. What is the salary range for the particular job? (If you are at liberty to give this information.)

4. What are some of the good things about your job? For example: good hours, your own boss, working conditions, helping others, etc.

5. What are some of the undesirable features of your job?

6. What are some of the fringe benefits of your job? (If applicable)

7. Since your particular job exists, there is obviously a need for it. How do you see that it helps in the overall function of the community.

8. Why do people want to work at this particular job?

9. In what places is the work for this job carried out?

10. Do your interests and abilities match those required for this job?

11. What type of training is necessary to do this job? (Not necessarily formal training.)

12. How did you get your job? For example: appointment, application, elected, etc.

13. Why did you choose this job? For example: your interest, necessity, particular talents, etc.

14. Do you have any particular aptitudes that help you in your job? For example: natural ability with mechanics, interest in helping people, etc.

15. How important do you feel four years of college is versus technical training for your particular area of work?

16. How does your job affect your lifestyle? That is, are you limited as to the time you can spend with your family? How do other people expect your to act, etc.

17. What type of work values does your job require? For example: does the job require you to work alone; or require you to make critical decisions; do you need to work long hours; is the work fast paced and high pressured, etc.

18. Would the location of your work affect your lifestyle? For example: suppose you lived in Washington, D.C. versus Lebanon, Virginia.

19. What do you feel is important in determining a person's success at his particular profession? For example: is it money, land, doing a good job, etc.

20. What are some other jobs that you feel you could do as a result of your training or experience at your present job?

Title of Community-based Practice Annual College/Career Fair

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) High School (This is a county project emcompassing 21 high schools)

Description of the practice

This annual New Jersey college/career fair is sponsored by a local guidance association and held on a Community College campus. Attendees are from twenty-one New Jersey high schools with presenters from all postsecondary schools in Pennsylvania and New Jersey and other parts of the northeast and southeast.

Sample Objective(s)

Exposure to as many colleges and trade schools in the east which may interest our county students.

Planning Checklist

Various committees to handle 1/ programs, 2/ correspondence, 3/billing, if any, 4/meals, if any, 5/Publicity, 6/invitations, 7/signs, 8/set up, 9/take down (etc.).

Resources Needed

Contacting various schools and areas to evaluate their program.

Procedures for Gaining Support of the Practice

Through our county guidance association

Possible Barriers to Implementation

The cost involved. Approximately $12. was charged to cover cost of tables, publicity, mailing, printing, miscellaneous.

Management Considerations

One person or pair placed in charge of entire program. They selected various coordinators for committees.

Evaluation Procedures

Questionnaire handed out to colleges attending and students and parents.

Other Pertinent Information/Comments (such as possible variations)

Our best program I feel, was held at the Moorestown Mall for three years. This year it was held at our community college which is quite remote, particularly from some of the participating high schools. The mall was very, very easy to get students to come back to. This year's program at the Community College was excellent, very well attended by High School students, parents, Junior College students, and colleges and trade schools.

Source(s) of this practice

Name Mr. William Trefz, Director

School/College/Other organization Rancocas Valley
High School

Address Jacksonville Road
Mt. Holly, New Jersey 08060

Telephone 609 (area) 267-0830 (number)

Title of Community-based Practice: Senior Career Day/Mock Interviewing

Suggested level for use: Senior High - Grade 12

Description of the Practice:

This Maine practice for high school students involves community resources persons from organizations with paying positions, student service clubs, and the school's English, guidance and home economics departments. After several classroom sessions, each senior has the opportunity to interview for practice with up to three employers on hand for the day. Following the interviews, a rap session is held with the employers and an evaluation form is completed by the participating seniors.

Sample Objective:

- to relate values to work
- to learn how to do a resume
- to learn how to fill out job applications
- to experience a formal interview
- to enhance students' awareness of entry level jobs in community

Planning Checklist:

Resume forms and actual job applications secured from business firms which will be represented

Resources Needed:

- Patience
- Personnel people from the community
- Tight organization
- Cooperation within school

Procedures for Gaining Support of the Practice:

- Cooperation within school
- Past successes
- Kids are the best sellers of the program
- Video-tape used in orientation

Possible Barriers to Implementation:

- Lack of administrative support
- Lack of guts and industriousness

Management Considerations:

Clear and concise planning
Double checking of the seven day exercise

Evaluation Procedures Recommended:

Questionnaire filled out by students after the exercise.

Other Pertinent Information:

Great activity to involve the academic and business/professional community. Also, as many alumni used as resource people as possible.

A cooperative effort sponsored by the Guidance Department which involves the English, Home Economics (lunch and break) departments as well as student service clubs in the setting up and tearing down of the interviewing session.

Source of this Practice:

Andre Hemond, Director of Guidance
South Portland High School
637 Highland Avenue
South Portland, Maine 04106

(207) 799-3471

Title of Community-based Practice: Elective Course Mini Fairs

Suggested level (s) for use: High School

Description of the paratice:

An area high school in North Dakota sponsors for each junior high school an annual elective course mini fair during the school day. For parents and rural school students, an evening mini fair is held. Each department having elective courses sets up a booth to display materials and products as well as answer questions and assist with registration.

Sample Objective (s)

1) To inform students as to what each particular course has to offer
2) Allow students to ask questions directly of the instuctors involved in a course
3) Prepare students so they can make wise selections when registering for classes.

Planning Checklist

1) Set Date
2) Gym available
3) Instructors available
4) Tables and Bulletin Boards
5) Scheduling within school day
6) Advertising for evening to parents

Resources Needed

Instructional staff
Some departments have put together a slide presentation for their department

Procedures for Gaining Support of the Practice

Allow each department to create its own booth and information center -
They do their own scheduling - Have evening session correspond with PTA

Possible Barriers to Implementation

Need teachers who can adapt easily to the scheduling setup -
Need to supervise the students somewhat and encourage them to check the different booths.

Elective Course Mini Fairs - page 2.

Management Considerations

Must be timed during registration -

Evaluation Procedures Recommended

Survey staff & students after sessions

Other Pertinent Information or Comments (such as possible variations)

Set up a day for the Junior High students to spend the whole day at the high school - go to the different departments on a scheduled tour.

Source of this practice:

Name Mr. Bruce Walker, Local Coordinator

School/College/Other orgaization Career Education Plus

Minot Public School District No. 1, Central Campus High School

Address Minot, North Dakota 58701

Telephone (701) (area) 852-3194 Ext. 29 (number)

Title of Community-based Practice: College Student Day

Suggested level for use: High School

Description of the Practice:

A Florida High School's staff conducts this annual event to acquaint its juniors and seniors with postsecondary educational opportunities. The high school's graduates of previous years, currently in college, serving as resources, share information about their college in four ways:

1) telling basic information about the college,
2) responding to specific questions prepared by the guidance staff,
3) meeting in small groups with students, and
4) holding informal discussions during a social hour.

Sample Objective:

To give students first hand information about college life:

a) adjustment,
b) valuable high school courses,
c) personal opinions about college (both good and bad).

Planning Checklist:

- Place date on school calendar in August.
- Check transcript list and make list of students in college in October.
- Check Follow-up reports for others attending college (previous years) October.
- Send letters of invitation to students with R.S.V.P. card - December.
- Arrange with teachers of college bound students for attendance periods 2 & 3.

Resources Needed:

- List of students and college they are attending
- College addresses
- Postage
- Microphone
- Large meeting room with room for small groups.

Procedures for Gaining Support of the Practice:

Feed back from teachers, students attending and administration. We have had very positive reports from all and now students graduating ask to be invited to participate on this program the next year. Publicity in local paper.

Possible Barriers to Implementation:

College and high school Christmas vacations sometimes to not coincide.

Management Considerations:

Planning ahead from one year to the next is a must for active participation.

Evaluation Procedures Recommended:

Talk informally with college participants for recommendations for improvement. Give students a check sheet for evaluation and include space for future improvements and recommendations.

Other Pertinent Information:

We have had this program for College Bound Juniors and Seniors for the past four years and we have had very positive reports from students, parents and teachers of its success. We plan to continue it indefinitely.

Source of this Practice:

Ms. Mary E. Finley, Occupational Specialist
Baker County High School
211 Jonathan Street
Macclenny, FL 32063

(904) 259-6286

Title of Community-based Practice Careers in Art Day

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) High School

Description of the practice

Held at a museum in the community, this practice focuses on fine art - related areas: artists/craftsmen; museum catoonist; photographer/filmmaker/TV design; and architecture/interior design. The workshop is organized to enable each participant to attend three twenty-minute sessions choosing from these five areas.

Sample Objective(s)

To provide students with information about careers in art-related fields.

Planning Checklist

1. Determine areas to be covered.
2. Identify resource persons and gain commitment from them.
3. Plan promotion of the event.
4. With help from counselors and teachers determine how many students will attend.
5. Select staff for registration, hosting, supervision, etc.
6. Plan and prepare necessary forms and materials.

Resources Needed

Resource persons in each of the five areas/careers
Staff to arrange for resource persons, register participants, and do other duties.
Facilities provided by the museum.
Materials - registration forms, agenda, etc.

Procedures for Gaining Support of the Practice

Promotion through schools' counselors and art teachers.
Careful choice of resource persons.
Arrangement for counselors and art teachers to meet the resource persons before the event.

Possible Barriers to Implementation

1. No career education staff to handle administrative details.
2. Lack of support from counselors and/or art teachers.
3. Transportation problems e.g. shortage of busses or funding for them.

Management Considerations

Involvement of key persons in planning.
Division of responsibilities among staff members.
Funding, if necessary.
Coordination of planning and implementation activities.

Evaluation Procedures

Recommended

Other Pertinent Information/Comments (such as possible variations)*

The mobile van from the University of Toledo was on hand to assist students interested in attending the university.

Source(s) of this practice

Name Mrs. Jama Roman, Supervisor

School/College/Other organization School Development Program

Toledo Public Schools

Address Manhatten and Elm

Toledo, OH 43608

Telephone ____________________
(area) (number)

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* Attach any additional materials e.g. forms or articles describing the practice.

Title of Community-based Practice: Job Fair

Suggested level for use: Graduating high school seniors seeking permanent full-time employment

Description of the practice:

Employers throughout the county with present job openings are asked to participate in the job fair, conducting formal job interviews with graduating seniors looking for permanent full-time employment.

Sample Objectives:

To find full-time employment for graduating seniors

To give mini courses on employability skills to student participants

To involve business community

Planning Checklist:

Determine date and site for the fair.

Arrange for student transportation, if necessary.

Recruit business participants.

Recruit student participants through pre-graduate survey and personal contact.

Resources Needed:

Site for the fair

School-based occupational specialists who select students from pre-graduate survey

Business participants who have bona fide job openings at the time of the fair (Usually the larger firms participate upon personal invitation to the fair.)

Procedures for Gaining Support of the Practice:

Article in chamber of commerce newsletter

News coverage from local newspapers

Possible Barriers to Implementation:

Lack of cooperation from school-based people in high schools (failure to recruit a sufficient number of students)

Obtaining a school bus for student transportation

Management Consideration:

Seek a firm commitment from business participants. This is difficult, especially if sought too far in advance of the fair.

Evaluation Procedures Recommended:

Verbal, subjective evaluation has been effective.

More formalized evaluation is recommended.

Other Pertinent Information:

Initial contact was made with business participants through phone calls. If they expressed an interest at that time, a letter was sent to them. The letter contained more specific details about the event. A few days prior to the fair, another call was made to obtain specific job openings. A list of these was produced and given to students on the day of the fair. During the minicourse on employability skills, each student completed a simple resume which was typed for them. They were given five copies the day of the fair and were instructed to leave a copy with each person who interviewed them.

Thank you letters were sent to each business participant after the fair.

Source of this practice:

Donna Groh, Occupation Specialist
Guidance Services
School Board of Sarasota County
2418 Hatton St., Sarasota, FL 33577

Title of Community-based Practice YWCA Career Awareness Day

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) High School

Description of the practice

A local YWCA sponsors this activity in cooperation with a state university to emphasize non-traditional employment roles for women and to identify and to train professional women as career consultants. The day's activities conducted by the career consultants include an assembly, three workshops, and a panel discussion.

Sample Objectives

1) To encourage teen women at an early stage to begin career exploration. 2) To increase teen women's awareness of non-traditional role of women in employment. 3) To identify and train professional women in community to serve as career consultants and role models at a Career Fair and in group counseling sessions. 4) To provide career counseling of teen women through one-to-one or group sessions with a teen consultant in field of interest.

Planning Checklist

1) Enlist community support. 2) Make decision regarding scope, timing, and location. 3) Planning for and implementation of publicity for students, potential resource persons, and other community members.
4) Secure support from educators including a variety of in-kind services.
5) Arrange for funding and set up budget. 6) Appoint student support group. 7) Recruit career consultants -- adults and other students.
8) Plan for followup.

Resources Needed

1. Financial
2. In-kind - released time, volunteers, transportation
3. Facilities
4. Materials - forms, records for resource file, and program schedules and materials.

Procedures for Gaining Support of the Practice

1. Involve youth in all phases -- planning, implementation, and evaluation.
2. Secure continued and broad-based community support.
3. Provide training/orientation for both student and adult resource persons prior to the event and for followup activities.
4. Work closely with the educators in planning and implementation.
5. Well planned publicity

Possible Barriers to Implementation

1) Non involvement of students in planning and implementation. 2) Little or no orientation/training for resource people. 3) Limited publicity and recruitment of resource people. 4) Failure to gain support of the event -- in concept and in kind services -- from the school people (top administration, principals, teachers, and counselors.

Management Considerations

1. Wide representative involvement by school and community persons.
2. Make long range, detailed plans.
3. Arrange for funding for staff time and publicity.
4. Follow through with regard to evaluation results
5. Heavy emphasis on follow up for one-to-one and small group sessions with resource persons.

Evaluation Procedures

At end of the day,resource persons, students and adult participants are given an evaluation to complete.

Other Pertinent Information/Comments (such as possible variations)*

1) The career awareness day is the focal point of a continuing effort before and afterwards to assess career interests of the young women and match them with appropriate community role models for exploration experiences. 2) In addition to the staff already mentioned, the activities involve YWCA staff members and university student interns. 3) Followup includes opportunities for selected young women to speak to women's groups as well as take tours and meet with resource persons on a one-to-one basis. The YWCA cooperated fully with the school counselors with whom the students works to indicate interest in a followup activity.

Source(s) of this practice

Name Pat Bengtson, Director

School/College/Other organization YWCA of Mankato

Address 603 South Second Street
Mankato, Minnesota 56001

Telephone 507 (area) 345-4629 (number)

* Attach any affitional materials e.g. forms or articles describing the practice.

Title of Community-based Practice: County-Wide College Night

Suggested level for use: Secondary

Description of the practice:

The purpose of this event is to acquaint students and their parents with educational alternatives available after high school graduation.

Sample Objectives:

To allow exposure to several different educational alternatives for students after graduation

To benefit the graduate student as well as the one with undergraduate goals

To give specific information on college entrance and testing

Planning Checklist

Letters to be sent to colleges

Check to see whether they have responded regarding equipment needed -- electrical outlets or audiovisual equipment.

Planning with mall manager

Moving and placement of tables for each representative

Arrangement of electrical outlets and signs

Coordination

Resources Needed:

Artists for making signs

Workers to move tables

Procedures for Gaining Support of the Practice:

Media coverage

Special invitations to key people in community and school administration

Possible Barriers to Implementation:

Willingness of mall management to cooperate

Availability of help for moving equipment and tables

Lack of coordination

Evaluation Procedures Recommended:

Formal evaluation by employer-participants

Evaluation by students and parents

Other Pertinent Information:

Evaluation forms are included.

Counselors from each school should be on hand to answer questions from both parents and students.

A General Careers both is desireable. Examples of types of materials to include are: VIEW materials, Occupational Outlook Handbook. Such a booth could appropriately be manned by a guidance team member, such as an occupational specialist.

Source of this Practice:

Ms. Donna Groh, Occupational Specialist
Guidance Services
School Board of Sarasota County
2418 Hatton Street
Sarasota, FL 33577

813 - 953 - 5000

EVALUATION FORM

This form was developed by the Florida High School Relations Committee to assist high school and post-secondary institutions in providing the best possible service to students. Please complete this form and return it to the coordinator of this event.

Biographical Data (Optional)

Name____

Institution____

Address____

City____________________State____________Zip_______________

Phone Number____

1. Was the notification and information received prior to this event adequate?

Inadequate			Adequate
1	2	3	4

If rated 2 or less, why?____

____

2. Was the organization on the day of the event adequate?

Inadequate			Adequate
1	2	3	4

If rated 2 or less, why?____

____

3. Were the facilities of this event adequate?

Inadequate			Adequate
1	2	3	4

If rated 2 or less, why?____

____

4. Was the length of time for this event adequate?

Inadequate			Adequate
1	2	3	4

If rated 2 or less, why?____

____

5. Were the students adequately prepared for this session?

Inadequate 1	2	3	Adequate 4

If rated 2 or less, why?____

____

6. Was this event held at the most profitable time of the day?

Yes_____ No_____

7. Would you return to this event next year if invited?

Yes_____ No_____

8. Was there adequate help provided in setting up your display (unloading materials, giving directions, etc.)?

Yes_____ No_____

9. How many students did you talk with (approximately)?_____

10. What other suggestions do you have that would make this event more profitable to you? ____

____

____

____

EVALUATION FORM FOR HOST SCHOOLS

This form was developed by the Florida School-College Relations Committee to assist high schools and post-secondary institutions in providing the best possible service to students. Please complete this form at the conclusion of your program and return it to Ruth Ford, Counselor, Winter Park High School, Winter Park, Florida, 32792. Many thanks!

Contact Person's Name ______________________________

Program Location ______________________________

City ________________________

1. Was the notification and information received from the Florida School-College Relations Committee adequate?

   Yes_____ No_____

2. Were the facilities for this program adequate from your point of view?

   Yes_____ No_____

3. Was the length of time for this event adequate?

   Yes_____ No_____

4. In your opinion was the information obtained by the students worth the effort and time you put into the program?

   Yes_____ No_____

5. Was this event held at the most profitable time of the day?

   Yes_____ No_____

6. Do you plan to schedule this program again next year?

   Yes_____ No_____

7. Approximately how many students and parents attended?__________________

8. Approximately how many colleges participated?__________________

9. List below the colleges/schools (if any) who accepted your invitation and did not show up.

10. List below the colleges/schools (if any) who were not invited, but showed up at your program.

11. What were the major positive points of your program?

12. What were the major negative points of your program?

13. Suggestions and/or comments.

Title of Community-based Practice: Secondary Level Mini Career Days

Suggested level for use: Secondary

Description of the practice:

Each of these days is centered on a group of career clusters related to several academic areas, such as art or religion. Occurring every other month throughout the school year, they consist of twenty-four resource persons working in the areas being addressed.

Sample Objectives:

To give students the opportunity to talk personally with resource persons having a career the student has developed an interest in

To ascertain educational qualifications, job availability, and satisfaction

Planning Checklist:

Proper physical space for ease of movement from one career area to another, satisfactory identifications, and preparation of students for the event

Resources Needed:

Sufficient resource people to cover wanted career areas

Adequate space for personal conversations

Procedures for Gaining Support of the Practice:

The support comes from those schools who have utilized the activity. Participants have not been solicited as each school has varied career methods.

Possible Barriers to Implementation:

Too many mini-career days would be a dangerous drain on resources.

It could be overcome by soliciting a number of new groups of businesses.

Evaluation Procedures Recommended:

The participating schools have developed an evaluation form that is used for constructive criticism. However, most are complimentary; few are critical.

Other Pertinent Information or Comments:

Here is one school's schedule for career conferences.

Religious	September 24
Art, Business, Drama, Music, Physical Education	November 7
Foreign Language, Home Economics, Math, Science	February 6
English, Library, Social Studies, Speech	April 23

The sessions are held from 8 a. m. to 10 : 30 a. m. in the school's cafeteria.

Source of this practice:

Name Mrs. Ella H. Burlison, Coordinator

School/College/ Other Organization Tri-County
Industry-Education-Labor Council

Address Illinois Central College, Room 133 B
East Peoria, IL 61635

Telephone 309 - 694 - 6418

Title of Community-based Practice: PROJECT SCOPE

Suggested levels for use: Students in Grades 9 thru 11 and their parents

Description of the Practice:

Workshop on some 30 career fields running two nights. A choice of 3 sessions each night, 1/2 hour in length. (This revised from 3 nights, 2 sessions each, 45 min. long) Person working in that area speaks, followed by questions.

Sample Objectives:

To aid students in their choice of career thru discussion of advantages and disadvantages as to further schooling involved - and as to actual working experience involved in the field.

Planning Checklist:

- Letters, forms to Guidance Departments
- Follow-up publicity
- Ticket system for admission
- Obtain speakers
- Set up speaker/student orientation

Resources needed:

People in respective fields, generally 2 per career

Evaluation Procedures:

Evaluation given to student and parent
Evaluation given to speaker

Source of this Practice:

Mary Jane Wedekind, Community Development Specialist
Schenectady County Chamber of Commerce
243 State St., Suite 6
Schenectady, N.Y. 12305

Title of Community-based Practice: Careers in Government

Suggested level for use: Secondary (grades 7 - 12)

Description of the practice:

New York students have an opportunity to spend one week in the state capital, Albany, exploring government careers with one day spent with a person of choice.

Sample Objective:

This student will be one of a group of eight interns exploring a variety of careers in state government through first-hand experience with elected and non-elected officials.

Planning Checklist:

Contact school administration and office of the Lieutenant Governor for program acceptance.

Identify students through essay competition and interviews.

Identify group advisor.

Set schedule of dates for student workshops conducted prior to a week in the state capital.

Resources Needed:

Coordinator

State officials

Workshop leader, preferably with social studies competence

Bus transportation

Financial support

Group advisor to accompany students

Procedures for Gaining Support of the Practice:

Have a clear model of the program to present to school administrators, government officials, student body, and parents.

Possible Barrier to Implementation: Financial -- However, cost is minimal if accommodations are kept modest.

Unwillingness of school administration to release students and an advisor for one week.

Management Consideration: Coordination is essential.

Evaluation Procedures:

Reports by students after the experience (written and oral)

Media project, such as a slide presentation prepared by students

Other Pertinent Information:

This experience should be for one full week, with detailed planning of activities beforehand. Inexpensive accommodations can usually be found at a nearby college.

Source of this practice:

Esther Korin
Rockland County BOCES
61 Parrott Road
West Nyack, NY 10994

914 - 623 - 3828

Title of Community-based Practice Two-Day Internship

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) High School

Description of the practice:

Juniors and seniors may elect to take three two-day, three-phase, nonpaid experiences in a job area of choice. The phases are: pre-field orientation and research, field experience, and followup (involves a project or a sharing session and assistance with pre-field orientation of other students.).

Sample Objective(s)

1. to explore day-to-day, hour-to-hour duties and responsibilities of a job
2. to acquire knowledge of other jobs related to his job choice
3. to observe the importance of interpersonal relationshipson the job
4. to observe the career lattice within a job area
5. to interact with a successful role model

Planning Checklist

(1). Location of an appropriate sponsoring employer, (2) Permission from students' teachers, counselor, and parents, (3) Pre-field orientation activities and staff, (4) Completion of contracts by sponsor and students, (5) Approval of plan for followup activity, (6) Preparation of other forms - evaluation, transportation, etc.

Resources Needed

(1) Volunteer employer/sponsors, (2) Interested students willing to follow procedures, (3) Student booklet with forms -- contracts, evaluation, permission, travel -- and other information, (4) Staff to orient students, assure quality control, compile evaluations and provide follow through for program improvement/modification.

Procedures for Gaining Support of the Practice

1. Well-planned and administered procedures
2. Clear understanding by all persons involved - students, sponsors/employers, educators, and parents of the goals and objectives of the practice.
3. Thorough followup and follow through for each student and for the practice itself.

Possible Barriers to Implementation

1. Lax or unenforced standards
2. Adequate staff to assure procedures are followed in order to meet objectives.
3. Lack of funding, if necessary
4. Individuals involved who misunderstand goals/objectives of the program and, therefore, question its value for students.

Management Considerations

1. Continued two-way communications between staff and employer/sponsors, educators, and others involved.
2. Funding -- in-kind through released time for staff or with other sources.
3. Procedures, forms, and other activities appropriate to the goals and objectives.
4. Use of formal evaluation/follow-up data from students and sponsors and of informal feedback from others to validate and/or modify program as appropriate.
5. Assurance of careful record-keeping and use of such data for use by counselors, teachers, and other persons assisting the student in career development planning process.

Evaluation Procedures

1. Student evaluation (see form)
2. Sponsor evaluation (see form)
3. Log/follow-up by students

Other Pertinent Information/Comments (such as possible variations)*

This practice could be very effectively linked to other career development/education activities in a school-assessment, work/study, career counseling, etc.

Source(s) of this practice

Name Mrs. Doyce Howard, Staff Trainer - Project EPIC

School/College/Other organization Central High School

Jefferson Public Schools

Address Louisville, KY 40200

Telephone ______ (area) ______ (number)

* Attach any additional materials e.g. forms or articles describing the practice.

STUDENT INTERNSHIP CONTRACT

I, ______________________________________, do hereby agree as a participant in the Internship Program sponsored by the Career Education Department to adhere to the following responsibilities:

Pre-Field Orientation

1) To attend all scheduled sessions
2) To arrange my own transportation
3) To prepare a draft for my follow-up activity
4) To do research about the job

Field Experience

1) To learn about the company's history, philosophy and goals
2) To find out how these goals are being achieved
3) To learn about the company's or employer's product
4) To keep a log of daily activities
5) To find out how I personally can fit into the company's program
6) To participate in the daily activities required by the specific job (as much as is possible)

Post-Field Follow-Up

1) To follow-up my field experience with a project or sharing session with my classmates
2) To aid in the pre-field orientation of other students

Date ____________________ Signed ________________________________

EMPLOYER'S OR SPONSOR'S INTERNSHIP CONTRACT

I, ______________________________, as a representative of

__________________________________, do hereby agree as a
(firm or self employed)

sponsor for _____________________________ from Central High School -
(student's name)

Project EPIC, to adhere to the following responsibilities:

1) To expose the student to the history, philosophy, goals and product of our company or business
2) To expose the student to actual personnel procedures
3) To expose the student to various jobs leading to the specific one in which he has expressed interest
4) To allow the student to participate in the daily duties of a specific job (where possible)
5) To supply the student with pamphlets, samples or other materials that he/she may find useful in his follow-up presentation
6) To complete an evaluation instrument concerning the student's participation

Signed _____________________________

Date _____________________________

Career Education Internship Program

Student Follow-Up Evaluation

Student's Name ______________________________

Date(s) of visit ______________________________

Job ______________________________

Name and address of firm:

____

____

____

Phone: ______________

Sponsor's name ______________________________

1) What are the main duties of this job? ______________________________

____

____

____

____

2) What did you like most about this job? ______________________________

____

____

____

3) What did you like least about this job? ______________________________

____

____

____

4) Do the skills required on this job require post high school skills?

________. If yes, explain: ______________________________

____

5) Are you presently taking courses that are required for this job? ________

If yes, name them: ____

____

6) What other jobs did you observe that are related to this one?

____

____

____

7) How were you treated by the employees during this visit?

____

____

8) What tasks did you perform?

____

____

____

____

9) Are you still interested in this job since you've had a chance to observe first hand? ________________________________

10) If this company would employ you, where do you think that you could fit best? ________________________________

____

11) What suggestions would you make for improving the Internship Program at our school? ________________________________

____

____

____

____

Career Education Internship Program

Employer or Sponsor's Evaluation

Employer or sponsor: ______________________________

Job: ______________________________

Intern: ______________________________

Directions: Rate the student intern on a scale of 1 to 10 in the following areas (Ten is highest level).

_______ 1) Arrived at the site on time

_______ 2) Was properly dressed for the job

_______ 3) Exhibited courtesy and tact

_______ 4) Took and followed directions accurately

_______ 5) Participated in assigned tasks

_______ 6) Accepted responsibilities readily

_______ 7) Was knowledgeable about the job

_______ 8) Showed a genuine interest in the job

_______ 9) Gained new insights as a result of participating

_______ 10) Possessed personal and social skills for getting along with others on the job

What suggestion do you have that could help us to improve our program?

____

____

____

____

____

____

Title of Community-based Practice: Career Internship for Career Exploration

Suggested level for use: Secondary

Description of the practice:

This New York intern practice is designed, with variations to serve the need for exploration into business, professional, and government careers. Other uniquenesses include: use of a Contract, an individualized "Career Menu" approach, and a pre-exploration group orientation (role playing and preliminary visit to "on the job" site, among other things).

Sample Objective:

The student will explore a career of interest to him/her by means of a one-to-one relationship with a community volunteer (mentor).

Planning Checklist:

- program advertising
- resource selection
- resource identification
- contract writing
- monitoring a site/group sessions
- Pre/Post questionnaires administered

Resources Needed:

- Career Internship Coordinator
- Guidance liaison
- Community Volunteers
- Career Education Resource Center

Procedures for Gaining Support of the Practice:

- Administrative acceptance
- Board presentations
- Community presentations
- Student presentations

Possible Barriers to Implementation:

- Financial

Management Consideration:

Coordination by individual who is comfortable in school and community setting.

Evaluation procedures Recommended:

Pre/Post Questionnaires administered to students
Mentor and Parent Evaluations (summative)

Source of this practice:

Esther Korin
Rockland County BOCES
61 Parrott Road
West Nyack, NY 10994

(914) 623-3828

Title of Community-based Practice Community Internships

Suggested level(s) for use (elementary, middle/junior high school, college/ university, adult) High School Juniors and Seniors

Description of the practice

This is a variable time hands-on learning experience serving as a bridge between the school and the community. The student works in an area of interest and/or selection but receives no pay. Credit may be earned by gaining approval of the credit review board.

Sample Objective(s)

To provide qualified students opportunities to apply skills learned in the classroom to real life situations.

Planning Checklist

1. Student makes appointment with internship coordinator to discuss his/her interests, preferences, and schedule.
2. Coordinator makes initial contact with company sponsor.
3. Student calls potential sponsor.
4. Student is interviewed by sponsor.

Resources Needed

1. Coordinator of internships.
2. Sponsors
3. Student interns
4. Materials - Forms, Student booklet
5. Funding for materials, coordinators.

Procedures for Gaining Support of the Practice

1. Careful selection and matching of students and sponsors.
2. Thorough orientation concerning purposes, processes, expectations of students and sponsrs.
3. Promotion and publicity.

Possible Barriers to Implementation

1. Transportation to site unavailable for student.
2. No intern sponsors in area of a student's interest.
3. Pattern of unsuccessful student internships because of poor orientation monitoring, selection, and/or matching.

- Management Considerations

  1. Student - sponsor matching
  2. Monitoring student progress through calls, visits, and other means.
  3. Evaluation - use to improve or validate processes, student behavior.

Evaluation Procedures

Intern self-assessment and evaluation of internship objectives (see form)
Supervisor evaluation of intern (see form)
Coordinator evaluates students by means of visits, phone calls, and conferences.

Other Pertinent Information/Comments (such as possible variations)*

Variations -

1. Students may participate from two to twelve hours weekly.
2. Seniors graduating in January may elect to take a full-time internship during second semester.
3. Could possibly have several educators serve as co-ordinators on a volunteer basis or on a per student basis to reduce costs of operation.

Source(s) of this practice

Name Ms. Joyce Cohen

School/College/ Other organization Andrew Ward High School

Address Melville Avenue
Fairfield, CT 06430

Telephone ______ (area) ______ (number)

* Attach any additional materials e.g. forms or articles describing the practice.

Evaluation of Student Intern

Agency:

Supervisor:

Dates:

Student's Name:

Assignment:

	Excellent	Satisfactory	Unsatisfactory
Dependability	_____	_____	_____
Punctuality	_____	_____	_____
Sense of responsiblity	_____	_____	_____
Acceptance of supervision	_____	_____	_____
Creativity	_____	_____	_____
Enthusiasm	_____	_____	_____
Initiative	_____	_____	_____
Sensitivity to people	_____	_____	_____

Would you be willing to accept another student intern? Yes_____ No_____

Comments and recommendations:

____
Signature

INTERN SELF-ASSESSMENT AND EVALUATION OF INTERNSHIP OBJECTIVES

STUDENT NAME ______________________ HOUSE ______________

INTERNSHIP POSITION ______________________________________

LOCATION OF INTERNSHIP ___________________________________

BRIEF DESCRIPTION OF DUTIES ______________________________

____

1. Why did you select this internship? ____________________

____

____

2. How will it aid you in your career development? _________

____

____

3. Do you think this was a good placement for you? _________

	Excellent	Satisfactory	Unsatisfactory
Helpfulness of your supervisor.	_____	_____	_____
Meaningfulness of work.	_____	_____	_____
Relationship of assignment to your own interests.	_____	_____	_____
Value of experience to you personally.	_____	_____	_____

4. How did it affect your personal development?

	Very Helpful	Moderately Helpful	Not at All
a. Overcoming shyness/development confidence.	_____	_____	_____
b. Working easily with people.	_____	_____	_____
c. Developing initiative	_____	_____	_____
d. Assuming responsibility.	_____	_____	_____
e. Following through on projects.	_____	_____	_____
f. Working well with supervisors/ under authority.	_____	_____	_____
g. Handling pressure.	_____	_____	_____
h. Handling several items or tasks simultaneously.	_____	_____	_____
i. Improving judgment.	_____	_____	_____
j. Handling changes.	_____	_____	_____
k. Making decisions.	_____	_____	_____
l. Finishing what I start.	_____	_____	_____
m. Other ______________			

5. How well do you think you assumed your responsibilities as an intern? ______

____

____

6. Comments and Recommendations:

____
Student's signature

Title of Community-based Practice: Career Internship for Career Education

Suggested level for use: High School

Description of this practice:

This Kentucky high school practice provides interested juniors and seniors with community-based training and career exploration in the community for a period of nine to thirty-six weeks. The students spend six hours weekly on a job site for career-related orientation, training, and exposure. Other details include: a weekly class session, no pay, and one credit awarded for successful completion of each semester.

Sample Objectives:

To provide the opportunity for students to explore careers

To help students obtain part-time or full-time employment

Planning Checklist:

Clearance from the state department of education

Knowledge of labor laws to avoid violation

Survey to determine students' career interests

Survey to determine available businesses and career areas

Procedures for Gaining Support of the Practice:

Newspaper articles

PTA program explaining the program

Talks at civic clubs to interest businesses

Possible Barriers to Implementation:

Students have to provide their own transportation.

Some businesses will not participate because company regulations prohibit, unions, or labor law interpretation.

Management Considerations:

An advisory committee composed of faculty, school administrators, businesspersons, and parents can give much impetus and guidance.

Communication between all parties involved is most important.

Evaluation Procedures Recommended:

Evaluation forms should be completed by the students, their parents, sponsors, and members of the advisory committee.

Changes recommended by the evaluation should be incorporated.

Other Pertinent Information:

Colored slide presentation of the students at their training sites is a very effective public relations tool.

Source of this practice:

Ms. Margaret W. Smith, Coordinator

Fort Knox High School

Fort Knox, KY 40121

502 - 624 - 6647

VI

Title of Community-based Practice Student Shadowing

Suggested level(s) for use Elementary and Secondary

Description of the practice:

This practice affords students the opportunity to see first hand the actual procedures of a particular career or occupation. Depending upon the resource person and job, the student will "shadow" his/her career resource person for either a few hours or longer on a one-to-one basis.

Sample Objective(s)

One or more of the following objectives may be chosen:

1. To enable the student to have questions about his/her interests answered at a time when it is important for them to start thinking about future goals and aspirations.
2. To assist a student with the completion of a class project.
3. To provide the student with a chance to become more aware of the community, world, and life opportunities around them.

Planning Checklist

School Sponsor

_____ 1. Determine student eligibility for Student Shadow Program.
_____ 2. Prepare copies of all necessary forms for the students and preview all information with student.
_____ 3. Collect all completed preparatory forms. Initial and confirmation form and give this back to the students so that he/she may mail this to their Community Sponsor. The student should have this information back to you about 10 days before the Shadow Program.

Student

To initiate your Student Shadow Program, you should

1. First locate a School Sponsor (i.e. a teacher, counselor or administrator who is willing to monitor your Student Shadow Program) and have this School Sponsor check your eligibility for the Student Sahdow Program.
2. Obtain all of the necessary forms and complete them.

_____ A. FORM 1: Application For Student Shadow Program
_____ B. FORM 2: Employer Information/Evaluation Form
_____ C. FORM 3&4: Information About Community Sponsor and Student Evaluation Form
_____ D. FORM 5&6: Parent/Teacher Permission Forms
_____ E. FORM 7: Feedback Form

3. Preview all information with School Sponsor and your parents.
4. Locate a Community Sponsor. In your phone/personal conversation, you should consider the following:

   A. State your name, school and grade level.
   B. Briefly explain that you are interested in this person's field of expertise and would like to spend a day or portion thereof finding out more first hand knowledge and information about what he/she does.
   C. Ask if there is a time and date that this person would be willing to spend with you. If they say "No":

      1) Ask if they could refer anyone else who might like to spend some time helping a student learn more about this particular career.
      2) Thank them for taking the time to talk with you.
      3) Call another possible resource person.

      If they say "Yes":
      1) Confirm date, time and length of shadow program.
      2) Obtain complete directions to shadow program.
      3) Find out how you should dress for your shadow program.
      4) Find out briefly what the resource person does and ask if there are any vocabulary terms to learn or things that you could do to help prepare you for that day.
      5) Tell him/her that you will mail them a confirmation form.

5. Return all completed forms (Student Evaluation Form) to your School Sponsor or other appropriate person/office. Complete Employer Information on Form 2, obtain School Sponsor's initials, and send Form 2 to your Community Sponsor.

Employer

1. Expect a call from the student confirming the date, time, and length of his/her shadow program with you. If the student does not call, please call the teacher to confirm this information.
2. When the student calls, determine his/her interests.
3. When the student calls, tell him/her if particular student dress is appropriate

NOTE: If the student does not show up for the shadow program, please inform the teacher.

4. When the student arrives, consider an orientation, a tour, observation time, and a question and answer session.
5. Provide any helpful brochures or materials.
6. Offer to provide any follow-up assistance to the student.

Resources Needed

1. Resource person from the community.
2. School sponsor.
3. Forms - application, confirmation, evaluation, etc.
4. Transportation for the student.

Procedures for Gaining Support of the Practice

1. Completion of all steps involved in planning checklist.
2. Followup activities as follows:

   School Sponsor

   1) Collect completed follow-up and evaluative forms.
   2) Make certain that the student has written and sent a thank you letter to his/her Community (Student Shadow Program) Sponsor.
   3) Arrange for some follow-up activity for the students.
      A. Written Report
      B. Oral Report to Class
      C. Discussion with School Sponsor
      D. Class Project
      E. Other
   4) Please return the completed information about the resource and all evaluations or copies of these to the Community Resource Center. This information will be compiled, printed, and sent to all participating School Sponsors twice each year so that you and your students will have information about all the Student Shadow Programs taking place in our area.

   Student

   1) Complete Student Evaluation Form and return to School Sponsor.
   2) Write and send a thank you note to your Community Sponsor (the resource person with whom you spent time with).
   3) Discuss some follow-up activity with your School Sponsor.

      A. Written Report
      B. Oral Report to Class
      C. Discussion with School Sponsor
      D. Class Project
      E. Other

   4) Complete Follow-up Activity
   5) Make a final check with your School Sponsor to make sure that everything has been completed and to thank him/her for sponsoring your Student Shadow Program.

Possible Barriers to Implementation

1. Not enough willing school sponsors and/or community resource persons.
2. Lack of transportation
3. Procedures not being followed resulting mixups

Management Considerations

1. Orientation of students, school sponsors, and community resource persons regarding procedures and forms.
2. Monitoring the activities of each student and his sponsor.

3. Use of evaluations and other feedback for improvement/change
4. Keeping adequate supply of forms and a system for their distribution.
5. Assuming that no community resource persons is shadowed more than desired.

Evaluation Procedures Recommended

1. Evaluation by employer
2. Evaluation by student

Other Pertinent Information or Comments (such as possible variations)

1. A packet outlining details and instructions about the practice and containing forms has been prepared.
2. Suggested criteria for student eligibility are:

    1) Academic Performance
    2) Attendance
    3) Attitude/Effort
    4) Dependability/Responsibility
    5) Social Behavior
    6) The Student's Previous Shadow Programs(s)

3. A sample conversation and interview Do's and Don't's are included.

Source of this practice:

Name Phil Friedrich

School/College/Other organization Community Resource Center

Address 7300 Lowell Blvd.

Westminister, Colo. 80030

Telephone 303 (area) 428-2600 (number)

Title of Community-based Practice: Career Role Observation/Student Shadowing

Suggested level for use: Grades 9 - 12

Description of the practice:

This is a variable (1-3 day) practice. If three days are chosen, the focus of the third is upon education/training for the field. Emphasis is on both paid and nonpaid careers. The student is required to share his/her experience with the class.

Sample Objective:

To help students gain in self-appraisal, skills of studying, occupations, and positive communication between school and community

Planning Checklist:

Self-appraisal activities completed prior to preliminary career research completed prior to orientation of student and community list.

Resources Needed:

A planned sequence of self-appraisal activities in talents, needs, values, interests
A telephone and someone to make the placements
A follow-up procedure in class group or small group

Procedures for Gaining Support of the Practice:

An activity school-community advisory committee
Teacher in-service - curriculum infusion
A staffed Career Learning Center
Someone to coordinate all CED efforts K-12

Possible Barriers to Implementation:

Teacher understanding
Time in the student day
Community orientation
A staffed Career Learning Center

Management Consideration:

Need a K-12 sequence for student experiences built into the mainstream instruction

Evaluation Procedure Recommended:

Survey of students and shadow hosts as to reactions, what was learned

Source of this practice:

Dr. Arland Benson, Project Director
1257 W. County Rd., B-2
Roseville, Minn. 55113

(612) 484-7201

Title of Community-based Practice: Summer Career Motivation/Exploration Activities

Suggested Levels for use: Grades 9 - 12

Description of the Practice:

During an eight-week summer period funded by CETA, the fourteen to twenty year old students explore two career areas each two weeks for a total period of eight weeks. During the last two weeks, the student investigates in depth an area of particular interest. The explorations are all "hands on" contact experiences making use of the career center as focal point.

Sample Objectives:

Student will be able to perform some tasks related to career field he/she has selected to explore. Student will see relationship between traditional school subjects and career fields. Student will perceive that he/she has control of destiny and responsibility for taking action.

Planning Checklist:

- Get administrative support.
- Find a funding source (CETA, Comm. Agency, etc.)
- Get school board approval.
- Select teachers who represent a variety of technical areas and who have an interest in seeing the program succeed.

Resources Needed:

- Vocational training school and qualified instructors
- Audio-Visuals - films, filmstrips, books
- Technical equipment representative of areas used

Procedure for Gaining Support of the Practice:

Involve instructors in the planning of the program

Possible Barrier to Implementation:

Lack of money for teachers' salaries for summer program.

Evaluation Procedures Recommended:

Each instructor will have a list of tasks which students perform. Counselor and teacher observation.

Source of this Practice:

Carol Wiegner, Career Education Coordinator
Elkhart Area Career Center
2424 California Road
Elkhart, IN 46514

(219) 295-4724

Title of Community-based Practice: Exploratory Community Service

Suggested level for use: High School

Description of the Practice:

This is a high school course with a concentrated career focus. Students meet two hours each day for a full year (an alternative is to have fewer hours, less concentration). After six weeks in-class training, the students spend the remainder of the year gaining exploratory experience in three different social agencies. A journal of experiences, reactions, feelings, and interviews is required.

Sample Objectives:

- To give job-sampling experience to Jr. and Sr. High School psychology and sociology students in community service and social agencies
- To provide contact with the task and duties of persons employed in social services

Planning Checklist:

- School board awareness development
- Community agency involvement and development process
- Teacher-coordinator release time contract

Resources Needed:

- Teacher release contract
- Teacher travel arrangement

Procedures for Gaining Support of the Practice:

- Teacher inservice
- Prepared career development, career education awareness material
- Review extended lab and Coop training philosophy

Possible Barriers to Implementation:

- Lack of cooperating placement sites
- Student scheduling conflicts
- Lack of administrative support

Evaluation Procedures Recommended:

- Student follow-up process
- Pre and post student instrument
- Pre and post "job experience site" instrument

Other Pertinent Information:

This program design may be used for a variety of instructional departments. Its design and implementation process is applicable to many skill or discipline areas. It requires a teacher-coordinator committed to the career education concept and the extension of the high school into the community philosophy.

Source of this Practice:

Richard P. Morrison, Assistant Program Director
Elkhart Area Career Center
2424 California Road
Elkhart, Indiana 46514

(219) 295-4811

Title of Community-based Practice Community Involvement - Personal Educational Development

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) high school

Description of the practice

This program is designed to provide links between classroom learning and real world experiences in 14 career cluster areas. Participating students spend one day each week without pay in a selected community activity, the major purpose being to bring together students' needs and community resources.

Sample Objective(s)

1. To help students learn about careers
2. To give students an opportunity for providing a service
3. To help students develop leisure-time experiences

Planning Checklist

1. Get approval of program for awarding credit.
2. Arrange for necessary funding and set up budget.
3. Select field coordinator for placement, supervision, and evaluation of students.
4. Develop sponsor organizations for student placement.
5. Select students and make placements.

Resources Needed

1. School field coordinators and sponsor/employers
2. Materials - handbook, permission forms, and evaluation forms
3. Funding, as necessary, for materials, staff, transportation

Procedures for Gaining Support of the Practice

1. Establishing need both nationally and locally.
2. Communicating this need and convincing policy makers and administrators of its priortiy along with proposal for method(s) of funding.
3. Continued promotion by a variety of media as well as personal contacts.
4. Continued successes resulting from a well-run program.

Possible Barriers to Implementation

1. Limited funding
2. Inadequate orientation/supervision of students and orientation/communication with sponsors
3. Lack of willing and capable sponsors
4. Poor P.R. with board, administrators, and community in general about purposes and objectives of the program and student successes.

Management Considerations

1. Coordination of activities of all coordinators and their students; 2. Safety/liability; 3. Budget control; 4. Publicity; 5. Collection of valid evaluation data and its use in followup/ follow through; 6. Procedures for assuring quality of student experiences.

Evaluation Procedures

1. Sponsor evaluation of student performance (included)
2. School field coordinator evaluation of student performance.
3. Student feedback sheet (also included).

Other Pertinent Information/Comments (such as possible variations)*

Could offer program without credit if program funding were not tied directly to student enrollment or if program were offered after school and/or Saturdays or during summer.

Source(s) of this practice

Name Dr. Jean Dorgan, Chairperson

School/College/Other organization CIPED

South Brunswick High School

Address Major Road

Monmouth Junction, NJ 08852

Telephone 201 (area) 329-4567 (number)

* Attach any additional materials e.g. forms or articles describing the practice.

CIPED SPONSOR EVALUATION

Student______________________________ CIPED Day__________ Date______________

Sponsor________________________________ Marking Period____________________

CIPED Field Coordinator______________________

Please evaluate your student by rating the following statements according to the scale below. Your feelings about his/her performance are an important part of our quarterly grading process.

Rating Scale	Attendance (no. of days)
1 Outstanding	Present ____
2 Satisfactory	Absent _____
3 Unsatisfactory	
4 Does no apply-have not observed	Hours at site _____

Personal Qualities

_____ 1. gets along with a variety of people
_____ 2. uses good judgement
_____ 3. shows interest
_____ 4. shows initiative
_____ 5. calls when absent
_____ 6. demonstrates responsibility
_____ 7. is cooperative
_____ 8. is developing self-confidence
_____ 9. is willing to be involved
_____10. is dependable

Skills

_____ 1. follows directions
_____ 2. learns quickly and easily
_____ 3. profits from past mistakes
_____ 4. communicates effectively
_____ 5. is thorough and neat in his/her work
_____ 6. is learning about occupational opportunities in field
_____ 7. is able to solve problems

List three specific skills student has worked on. Please rate student's accomplishment of these skills.

_____ 1. _____ 2. _____ 3.

Please comments:

Does the student appear to be benefiting from this experience?

What problems, if any, have developed?

Other:

____
Supervisor's Signature

CIPED STUDENT FEEDBACK

Student's Name______________________________CIPED DAY: M T W TH F

CIPED Place____Date_____________________

CIPED Supervisor (at your placement)____

CIPED Coordinator (at the high school)_______________________________________

I. Please check as many as apply to your CIPED.

At my CIPED site I:

____prepared written memos, reports, letters
____do research, experiments
____serve as a secretary, clerk or messenger
____construct models, displays, maps, blueprints
____use tools or equipment - list them:
____work in a lab
____work on my own project(s)
____work as an assistant or aide
____work alone
____work in small groups or with others
____work as a salesperson or stock person
____work mostly with older people
____work mostly with children
____take classes or lessons
____teach classes or give lessons
____do repair work
____other - explain:

II. Please answer the following questions.

1. Has your sponsor included you in staff meetings, lectures, interviews?

2. As your opinions sought at meetings and/or other times?

3. Are there opportunities to meet with your sponsor and discuss what you are learning?

4. Are you treated as a regular staff member/employee?

5. Has your sponsor discussed career opportunities with you?

6. Has your sponsor acted as a reference for employment, college or scholarship applications?

7. Has your sponsor offered you employment?

III. Comments: (please use other side)

Title of Community-based Practice: Student Observation Experiences

Suggested level for use: Junior High

Description of the Practice:

Planning begins in the Fall. Whole classes go together on visits in January. Uniquenesses: (1) Teacher of the class goes for a one-day inservice activity at the company, followed by a session at the career media center. This is before teacher takes her students to the place of business. (2) Summer luncheon of teachers and company representative review and evaluate the activities.

Sample Objectives:

- To acquaint educators with job opportunities in the Toledo Metropolitan area
- To provide students with pertinent information and site visitations in area companies

Planning Checklist:

- Make arrangements with host company
- Select teacher participants
- Match teacher and companies
- Arrange time, date, transportation, substitutes
- Hold program
- Evaluation session
- Match media materials to job sites
- Write up lesson plans
- Duplicate and distribute

Resources Needed:

- Teachers
- Host companies
- Coordinator
- School system AV Center

Procedures for Gaining Support of the Practice:

Cooperation of T.P.S. administration and Toledo Area Chamber of Commerce

Management Considerations:

Coordination of times, dates with school calendar

Evaluation Procedures Recommended:

- Teacher evaluation of company presentation
- Student evaluation of visitation sites following visitation

Other Pertinent Information:

- This program was specifically designed to acquaint teachers with companies that their students will visit during the school year.

- The program was highly evaluated by teachers, students and host companies

Source of this Practice:

Mrs. Jama Roman
Career Development Program, Toledo Public Schools
Manhattan Blvd. & Elm St.
Toledo, Ohio 43608

(419) 726-0067

Title of Community-based Practice Project Involvement -- Individualized Out-of-School Career Investigation

Suggested level(s) for use (elementary, middle/junior high school, high school, college/university, adult) High School

Description of the practice:

Project involvement provides a new kind of experience and insight for senior students. The theory behind the program is that all learning does not take place within the walls of a school and students should be able to take advantage of participating in learning experiences outside of the school. The program will be geared mainly to the person who plans to obtain extensive training beyond high school in either a university, a college or a technical school to reach vocational goals. It will introduce a student to a field he or she feels interested enough in to pursue as a life long vocation.

Such an experience should provide insights into contemplated careers and help in the decision to stay with an original choice or look for alternatives.

Sample Objective(s)

(1) The student will conceive of a plan to explore his/her interests and to submit a tentative application; (2) The student will locate a project to match his/her interests with the help of an in-school advisor from the Guidance Department; (3) The student will develop a plan with an out-of-school advisor and submit a proposal form with required signatures.

Planning Checklist

Responsibilities of Student - In the Spring,

1. Indicate interest to counselor at time of interview regarding next years subjects.
2. Complete Tentative Proposal Form: This form will give the school an idea of what the student plans to do and cause him to start thinking. The student will receive this form from his counselor when he completes his interview about course selections.
3. Complete Proposal Form: This form is a more detailed account of the project and demands initiative and follow through on the part of the interested student. It includes the goals of the project, a detailed description of the project and the signatures of the student's parents, the out-of-school advisor and the Assistant Principal.

Responsibilities of Parent - In the Spring,

1. Help the student with mutually satisfactory ideas for Project Involvement and
2. Reach an understanding with the student regarding feasible transportation arrangements.

Resources Needed

1. Staffing - Coordinator and in-school and out-of-school advisors.
2. Forms and procedures manual.
3. Funding or in-kind contributions for materials, staff time, and other items.

Procedures for Gaining Support of the Practice

1. Careful planning as indicated under "planning checklist."
2. Communicate well the responsibilities of each party - student, parent, in-school advisor, and out-of-school advisor.

Possible Barriers to Implementation

Not having clearly delineated responsibilities for all parties.
Advisors with too many students to manage effectively.

Management Considerations

In-school advisor

1. Meet with the students the first day of the project.
2. Visit place of project - at least two times during each semester.
3. Hold weekly conferences with each student.
4. Review weekly reports of student to note progress and questions.

Out-of-school advisor

1. During the year - meet with the student on a periodic basis to discuss activities, to go over plans for the next few days, and to answer questions.
2. Receive and file weekly reports to facilitate various levels of communication and to record gradual growth.

Parent

1. During the year - help the student keep regular appointments.
2. Provide moral support as needed.

Evaluation Procedures

1. Student evaluation twice during semester and at end.
2. In-school advisor reviews weekly reports of subject and completes end-of-term summary evaluation.
3. Out-of-school person evaluates at end of experience (see form).

Other Pertinent Information/Comments (such as possible variations)*

If possible, student locates his/her own job for placement.

Source(s) of this practice

Name Miss Suzanne Holahan

School/College/Other organization Notre Dame High School

Address 1400 Maple Avenue

Elmira, New York 14904

Telephone 607 (area) 734-2267 (number)

NOTRE DAME HIGH SCHOOL
Project Involvement

EVALUATION BY OUT-OF-SCHOOL PERSON

Date__________________

Name of Student____
Last First

Name of Evaluator______________________________________

Agency - Institution____

Address____________________________________Phone______________

I. Activities in which student participated:

II. Comment on those of the following which apply to the above student:

A. Personnel relations

B. Acceptance of responsibilities

C. Contribution to institution or agency

D. Willingness to communicate ideas

E. Willingness to accept ideas of others

F. Initiative, creativity

G. Dependability (on time, prepared for job, etc.) Indicate number of days absent during last nine weeks _____

III. Other comments:

Information for

How-to-do-it Manuals of

Proven Community-based Career Guidance Practices

Title of Community-based Practice: Rotary Club-Sponsored Exploration Week

Suggested level (s) for use (elementary, secondary, postsecondary)

Sophomores

Description of the practice:

During a one-week period, each sophomore in a Tennessee high school spends one day exploring a job cluster of interest, the clusters selected by means of an earlier student interest survey. The practice is enhanced by the Rotary Club's many activities: Chaperoning, transporting, providing some meals, and making arrangements for each exploration site.

Sample Objective (s)

1. To acquaint students with the jobs within one job cluster
2. To see people at work at the jobs
3. To put students in contact with community leaders

Planning Checklist

There has to be a real interest in school activities on behalf of a community club or organization. Students must make a basic career interest decision (1 of 15 clusters). Close coordination must exist between the school and club.

Resources Needed

The club furnishes the transportation (buses) and all chaperones.
Students furnish their own lunches
Club Members.

Procedures for Gaining Support of the Practice

It is easy to show community leaders the need for career development activities.

Possible Bariers to Implementation

The community must be behind the project and the school administration must be willing to allow for disjuncture of the program. It helps if a wide variety of jobs are available in the immediate vicinity.

Management Considerations

Class time loss; safety away from campus.

Evaluation Procedures Recommended

Questionnaires and feedback from club members.

Other Pertinent Information or Comments (such as possible variations)

Source (s) of this practice:

Name Gordon A. Groves, Counselor

School/College/ Other organization

Franklin County High School

Address Deckerd Blvd.

Winchester, TN 37398

Telephone (615) (area) 967-2294 (number)

Title of Community-based Practice: From Dreams to Reality

Suggested levels for use: Girls ages 12 - 17

Description of the practice:

This is a career awareness/exploration practice for girls. A total of eighty careers is represented in five areas -- arts, out-of-doors, people, today and tomorrow, and well-being.

Resources Needed:

"From Dreams to Reality: A Career Awareness Exploration Project" Reprint outlines the resources. Send request to the address below.

Other Pertinent Information:

Persons interested in using the program materials should contact their local girl scout council (in the telephone book under Girl Scouts). Councils are just beginning to order materials.

Source of this practice:

Name Mary Gilmore, Program Specialist

School/College/Other Organization Girl Scouts of the U. S. A.

Address 830 Third Avenue
New York, NY 10022

Telephone 212 - 751 - 6900

Title of Community-based Practice Job Shadowing

Suggested level(s) for use (elementary, secondary, postsecondary)

Junior High School

Description of the practice:

Students participating in this practice are concurrently enrolled in a six-week English class unit on careers. Scheduled for the middle of the unit, the shadowing activity itself is with a parent, friend, or relative and usually for one day, unless a longer period is appropriate. The remainder of the unit involves preparation and followup activities related to the focal shadowing day.

Sample Objective(s)

1. To provide the student with opportunities to explore the world of work.
2. To help the student to develop saleable skills upon leaving high school.

Planning Checklist

Week 1 - Discussion of shadowing possibilities; completion of forms; general overview; Week 2 - Review of occupational clusters and employability skills; Week 3 - Shadowing experiences; Week 4 - Sharing experiences based on diary entries (format included) and evaluation; Weeks 5 and 6 - Relating experiences to high school studies and future educational goals.

Resources Needed

Human - English teachers to team-teach, clerical assistance, and willing individuals for the students to shadow
Materials - forms, letters, procedures, etc.
Funding or allocation of secretarial help and materials by the school.

Procedures for Gaining Support of the Practice

1. Letters, calls, personal visits to discuss purposes and procedures.
2. Well-thought out procedures
3. Adequate staff willing to follow through with students and others involved.
4. Students having meaningful experiences who will tell other students.
5. Attention to concerns of sponsors through preparation of students and use of their evaluations to make modifications in the practice.

Possible Barriers to Implementation

1. Too high ratio of students to teachers/counselors
2. Student difficulties such as finding a sponsor or deciding on area of greatest interest.
3. Belief that this type activity is "nonacademic" or does not belong in an English unit.

Management Considerations

1. Staffing for team-teaching approach
2. Thoroughly planned and delineated procedures and requirements, such as forms to be completed and signed.
3. Recordkeeping
4. Evaluation and follow through
5. Two-way communication with students, parents, sponsors, and educators.

Evaluation Procedures Recommended

1. Student evaluation (see form) and diary
2. Subjective evaluations also done by parents, faculty members, and other participants. They were asked to give suggestions for improvement.

Other Pertinent Information or Comments (such as possible variations)

Possible variations: (1) Involve previous year participants (employers and students) in orientation sessions; (2) Provide opportunities for participating students to shadow at second and third (or more) choices later during the year; (3) Tie in parent-student exchange day for parents who hosted their children on the job.

Source(s) of this practice:

Name Rachel Paquette

School/College/Other organization Mahoney Junior High School

Address Career Education Resource Center
240 Ocean Street, South Portland, ME 04106

Telephone ________(area) ________________(number)

FORMAT FOR STUDENT DIARY

Name____________________ Person Shadowed____________________

Date____________________ Title____________________

Company____________________

Address____________________

1. What impresses you most about this job? Name some of the positive and negative aspects of the job.

2. Find out how to apply for the job. If possible, bring back an application form. What is the employment outlook for this job?. How many openings are there each year?

3. What are the requirements for the job?

   A. High school subjects and other educational requirements

   B. Skills

   C. Licensing procedures

4. Identify the occupational cluster in which you would find this job.

5. What is the work schedule? What benefits are offered?

   A. Note the time the job begins and ends.

   B. What is the weekly work schedule?

   C. What is the beginning pay?

   D. Is there any overtime?

   E. What are the fringe benefits? (paid vacations, retirement plans, insurance, sick leave, etc.)

   F. Is there a chance for promotion?

   G. Is there a union? If so, which one?

Title of Community-based Practice: Work Exposure/ Work Experience

Suggested levels for use: Secondary (middle and high school)

Description of the Practice:

This practice is a simulation of the interview experiences a student will face upon seeking employment. After being videotaped during an interview, the student views the replay and, with assistance from the instructor, critiques his performance during the interview. After obtaining a placement in a job, a classroom follow up of work performance is conducted once a week during the eight-week experience.

Sample Objective:

To teach students better interviewing techniques with prospective employers

Planning Checklist:

A list of questions to ask students during the interview

Videotape machine

Table or desk and two chairs

Resource Needed:

Video tape equipment

Procedures for Gaining Support of the Practice:

Students need to be exposed to possible questions asked during interviews to see how they will respond during an actual interview. The best way to do this is to be able to actually see themselves during an interview. Taping also makes the interview more like a real situation in that the students do get nervous, just the same type of nervousness they might expect during an actual interview.

Possible Barrier to Implementation:

Lack of availability of a video tape machine

Management Considerations:

Enough time should be allowed for each student to be videotaped and then for replay. This should not be rushed.

Evaluation Procedures Recommended:

After the replay, the student should critique his or her interview session. This should be followed up with appropriate questions the student should make himself or herself aware of concerning what happened during the interview. Point out both positive and constructive negative items.

Source of this Practice:

Ms. Joyce McKay, Director
Pima County Developmental Career Guidance
Sahuaro High School
545 N. Camino Seco
Tucson, AZ 85715

602 - 296 - 2397 or 2398

Title of Community-based Practice: Career Exploration -- Individualized Shadowing and Specialized Career Days

Suggested level for use: Secondary

Description of the practice:

Students are permitted to explore the world of work through one-to-one, on-site visitations in this Florida practice.

Sample objectives: STUDENTS

To explore the world of work

To see the relevancy of school work to the world of work

To provide the opportunity to make more realistic career choices

To provide the most comprehensive types of career development experiences

BUSINESSES

To allow them the opportunity to work closely with the school program in providing needed career educational experiences

To provide participating businesses the opportunity to show their organization to prospective employees

Planning Checklist

Individual student initiates the activity through the occupational specialist.

Vocational counseling session is arranged between student and the occupational specialist.

Student researches the career of interest.

Student prepares a list of questions to ask during the visitation/shadowing.

Occupational specialist makes visitation arrangements for the student.

Resources Needed:

People -- occupational specialist and employer

Central staff for clerical assistance.

Materials -- evaluation forms, tallies, and pamphlets

Procedures for Gaining Support of the Practice:

Pamphlet is developed and distributed for purpose of describing program.

Workshop is held to explain the program to the occupational specialists

Possible Barriers to Implementation:

Coordination with a student's several teachers can be a problem. All must agree to cooperate to make the experience possible for the student before arrangements are made.

Evaluation Procedures Recommended:

Formal evaluation is conducted for both students and businesses (see forms).

Other Pertinent Information:

This practice was originally developed through the career education advisory committee rather than by school personnel.

Other materials included are: responsibilities of the school, the student, and the participating sponsor and instructions for student participation.

Source of this practice:

Donna Groh, Occupational Specialist
Guidance Services
School Board of Sarasota County
2418 Hatton Street
Sarasota, FL 33577

813 - 953 - 5000

CAREER EXPLORATION PROGRAM

PARTICIPATING SPONSOR'S EVALUATION OF STUDENT VISIT

Name of Student____________________________School_______________Grade__________

Name of Participating Sponsor____

Date of Visit___________________________Contact Person__________________________

* * * *

Please circle the number following each phrase which best represents your feelings.

1. Most Favorable 2. Good 3. Average 4. Fair 5. Unfavorable

	(Circle One)
-Punctuality of student	1 2 3 4 5
-Student's appearance	1 2 3 4 5
-Interest and enthusiasm displayed by student	1 2 3 4 5
-Behavior of student	1 2 3 4 5
-The value of the visit to the student	1 2 3 4 5
-The value of the visit to you	1 2 3 4 5
-Would you like to know the student's reaction to the visit?	Yes No

Please feel free to make any additional comments or suggestions to improve this program in the space provided below or on the reverse side of this form

____

____

____

____

____

____

____

CAREER EXPLORATION PROGRAM

STUDENT EVALUATION

Name of Student____________________________School____________________Grade________

Name of Participating Sponsor____

Date of Visit__________________________Contact Person____________________________

* * * *

Please circle the number following each phrase which best represents your feelings.

1. Most Favorable 2. Good 3. Average 4. Fair 5. Unfavorable

	(circle one)
- The manner in which you were received	1 2 3 4 5
- The value of the visit to you	1 2 3 4 5

As a result of your visit, did you learn:

	(circle one)
- What type of work is involved	Yes No
- What abilities are required	Yes No
- What skills and training are necessary	Yes No
- What the career potential is in this field	Yes No

Please write a brief paragraph in the space provided below or on the reverse side of this evaluation form giving your reaction to the day's experience.

____

____

____

____

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____

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____

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____

CAREER EXPLORATION PROGRAM

Instructions for Use

One person from the guidance staff at each high school should be responsible for coordinating the program. The remaining staff members should be familiar with how the program functions.

Students who wish to participate in the program should visit the coordinator. They will decide on a specific area they wish to visit and get a permission form. Once a specific job title is identified, the coordinator will look through the index of titles (5 x 8 cards) provided, to see if such a title is included. If the title is not found, a related job title may be identified.* When the desired title is found, the coordinator will check the numbers found on the title card. All participating sponsors who have agreed to have students visit them are numbered and included in a directory of sponsors. Using the number as a guide, the coordinator will locate the sponsor's participation form in the directory. On those cards where there is more than one number, please contact the sponsor who is closest to your school. Each sponsor has designated a contact person to be called by the coordinator to develop plans for the student's visit.

The coordinator should discuss various interests of the student with the contact person to help the sponsor plan his activities and insure a worthwhile visit for the student. Once a time and date has been agreed upon, the coordinator should enter the necessary initial information in the monthly log (form provided).

---

*If it is impossible to identify a job title or sponsor, feel free to call the Career Education office for assistance in locating the desired resources.

After the students have had the permission forms completed, but before their visit, they should be given a student evaulation form to be completed after their visit and return it to the coordinator. They will also be given an evaluation form to leave with the participating sponsor to complete with a stamped envelope that should be returned to the student's school.

Both student and sponsor evaluations should be attached to the monthly log and sent to the Career Education office at the end of each month.

Updating information will be sent to the coordinator at each school on a monthly basis by the Career Education office. Any corrections to the program which are identified by the coordinator should be called in immediately to the Career Education office.

Title of Community-based Practice: Parent-Student Swap Day

Suggested level for use: Secondary Level

Description of the practice:

This California secondary practice jointly sponsored by the state-level organizations for the PTA and industry-education councils enables students to learn by observing in the community; the parents, in turn, learn by visiting the schools. Preplanning is done by a committee representing all involved parties and follow up/evaluation is conducted at a special dinner held for all participants.

Sample Objectives:

To provide secondary students opportunities to observe careers and work of adults in business and industry

To have participating adults exchange places with students in school, to learn about curriculum and school needs

To obtain assistance and cooperation of business and industry in opening facilities to students and parents

Planning Checklist

Set dates and people to be involved for planning, swap days for students and parents at school and business and industry, contacts of business and industry, evaluation meetings, etc.

Resources Needed

PTA coordinator and committee

School staff and facilities

Parents

Local business and industry people and facilities

Industry-education council

Procedures for Gaining Support of the Practice:

Meet with school district administration and board of trustees.

Involve school staff, students, and parents.

Work with Industry-Education Council to secure business and industry participants.

Possible barrier to implementation:

Lack of support or interest by one of the necessary groups

Management Considerations:

It is necessary to have a capable coordinator and committee in order to carry out the project.

Evaluation Procedures Recommended:

Distribution of pre and post project evaluation forms to all participants

Hold a culminating activity for discussion of the project

Forms are included.

Other Pertinent Information:

Several types of materials follow: Procedures; Coordination of roles and responsibilities of cooperating groups; Objectives, Timeline, and Evaluation; and Discussion/Suggestions.

Source of this practice:

Mrs. Freda Thorlaksson
California PTA
930 Georgia Street
P. O. Box 15015
Los Angeles, CA 90015

213 - 620 - 1100

SWAP DAY PROJECT OBJECTIVES, TIMELINE & EVALUATIONS

PROJECT OBJECTIVES:

To provide junior/senior high school students opportunities to observe the careers and work of adults in selected businesses and industries within the community

To have participating adults exchange places with students in school, for the purpose of learning about curriculum and school needs, and to provide community contacts with schools and school personnel.

To obtain the assistance and cooperation of local business and industry in opening facilities to students and parents, and in releasing employees to visit schools to pave the way for business-industry endeavors beyond the pilot project.

To include, in the selection of students for the project, representation from all ethnic groups, socio-economic backgrounds, skilled or unskilled parents, handicapped, male-female balance, etc.

To obtain feedback from all participants--students, business contacts and parents--so benefits to each can be determined, and to enable improvement for future projects.

TIMELINE:

Planning meeting dates and people to be involved.

Dates for actual Swap Days
--student sway day at business sites
--adult sway days at school

Dates for evaluation meetings and culminating activity (i.e., breakfast for students and participating adults, school and PTA personnel).

Dates for contacts to local business and industry.

Dates to distribute and collect pre- and post-project evaluation forms from students and participating business and industry. Dates to receive evaluations from school and local Industry Education Council.

Date for completion of compilation of reports and evaluations.

EVALUATIONS:

Student evaluations

Industry and business evaluations

School evaluations

PTA evaluation

Local Industry Education Council evaluation

COORDINATION OF ACTIVITIES FOR SWAP DAY PROJECT

ROLES AND RESPONSIBILITIES OF COOPERATING GROUPS

PTA	SCHOOL	SCHOOL DISTRICT	LOCAL INDUSTRY EDUCATION COUNCIL
Coordinate project with local school administration and faculty, school district and local Industry Education Council. Keep PTA council/district advised. Assign PTA coordinator and committee to facilitate implementation of project. Include students and school faculty. Schedule meetings of those involved and dates for Swap Day; prepare materials needed, including followup. Host a breakfast or other culminiating activity for evaluation by participants, including business and industry people. Send report and evaluation to council/district PTA, to State PTA Office and to local Industry Education Council. Include resume of evaluations from students, school and local IEC.	Provide local administrative approval, staff support, student involvement in planning and in project, and use of school facilities for meetings. Assign staff person(s) to coordinate with PTA and local Industry Education Council in: --selection of students --identification of business and industry sites. Make school personnel available: --administrator --career counselor(s) or other faculty --staff person(s) --students Provide certificates for students and participating business and industry people after completion of project. Evaluate project and report results to PTA, local Industry Education Council and school district.	Provide approval for project at school district level. Establish liaison between school district person (i.e., career education coordinator) and participating school(s). Clarify any necessary legal ramifications of project as a school-sponsored activity.	Coordinate with PTA and school district in project planning. Assist in planning, including provision of lists of local business and industry people in or near community where students can go for Swap Day. Provide personal contact whenever necessary. Participate in culminating activity; urge business and industry people to follow through with visit to school. Provide evaluation of project to PTA Report cooperation in project through IEC channels.

SAMPLE FORM, ADAPTED FROM PILOT PROJECT PTA

(Sent by PTA to business and industry participants before visits, with cover letter)

DISCUSSION SUGGESTIONS

During the time you are in contact with the student, perhaps some of the following things can be discussed about business and industry occupations. We hope that the experience will prove mutually beneficial.

Work Performed - job duties, showing unique skills, knowledge, physical acitivities and interests needed for satisfactory job performance.

Work Setting(s) - work environment (including, where appropriate, other work locations), and including advantages and disadvantages of the setting(s).

Potential Personal Rewards - (1) probable income (range and average) and likely standard of living, relationship to other levels of workers in the field, as well as possible rewards for excellence; (2) likely psychological and social aspects (i.e., prestige, potential social contributions, decision-making responsibilities, opportunities for creativity).

Entry Requirements - minimum and preferred entry requirements, level and type of preparation, including special requirements (physical, written tests, etc.).

Advancement Possibilities - (1) availability of promotions, supplementary education, skill, examination requirements, seniority restraints, (2) availability of programs, upgrading or on-the-job training.

Occupational Outlook - projected future employment opportunities, including consideration of technological changes, economic and geographic factors.

Related Occupations - alternate career opportunities for aptitude, interest, education, and training background of workers.

Licensing and Membership Requirements - any licensing, professional or union membership requirements, any hindrances to qualifying for them.

Personal Qualifications - any special, unique or personal attributes required by or recommended for success (i.e., physical demands, personal appearance, voice, poise, human relations skills).

Recommendations

1. Assistance should be secured from area IEC in arranging for adults at business and industry sites, and in arranging release of adults for school visitations. Potential adults and business sites for student visits may be secured through school districts work-experience employer and coordinator, teachers, other parents, and service clubs, as well as through area IEC.

2. Clear cut definitions of responsibilities for project team should be agreed upon in advance. Project team should include enough members to share work load.

3. Use services of the school career counselor to greatest extent.

4. Year-long activity can be planned, rather than specific "Sway Day" to enable students to spend day at a business site when they are ready--alwo allows for seasonal variations in some businesses.

5. Meeting between students and adults in advance of Swap Day visit is sometimes desirable--preferably at the business site.

6. Publicity for selection process of students should include school bulletin information, public address system announcements, vocational education class publicity, career guidance courses discussion, student government officer cooperation, etc.

7. Project should be planned well ahead of implementation dates.

8. Any possible expenses should be considered and planned for in advance.

9. PTA unit should work with council and district PTAs and report results of projects through them to the California State PTA.

STUDENT PRE-SWAP DAY EVALUATION FORM

Name ______________________________

Occupation to be visited ______________________________

What are your expectations for the occupation above?

WORK PERFORMED ______________________________

____

WORK SETTING(S) ______________________________

____

POTENTIAL PERSONAL REWARDS (income, other) ______________________________

____

ENTRY REQUIREMENTS ______________________________

____

ADVANCEMENT POSSIBILITIES ______________________________

____

OCCUPATIONAL OUTLOOK ______________________________

____

RELATED OCCUPATIONS ______________________________

____

LICENSING & MEMBERSHIP REQUIREMENTS ______________________________

____

PERSONAL QUALIFICATIONS ______________________________

____

This is not a test! After visiting the job site, we hope you will have learned more about the occupation. You will be given the same questions again after the swap day visits.

SWAP DAY PROJECT EVALUATION

By Business & Industry

1. How do you feel about the Swap Day Project? Would you have preferred a whole day or a half day for a "swap day?" Was the time you spent with the project worthwhile?

2. Do you feel that the student benefited from the experience?

3. Do you think this type of program would be of most benefit to:

_____students with specific career directions, or

_____students with an undertermined career choice?

4. Would you be willing to participate again in a similar project?

5. Please list any comments or suggestions for improvement of this project.

STUDENT POST-SWAP DAY EVALUATION FORM

NAME ______________________________

Occupation visited ______________________________

What have you learned about the occupation you visited?

WORK PERFORMED ______________________________

____

WORK SETTING ______________________________

POTENTIAL PERSONAL REWARDS (income, other) ______________________________

____

ADVANCEMENT POSSIBILITIES ______________________________

____

OCCUPATIONAL OUTLOOK ______________________________

RELATED OCCUPATIONS ______________________________

LICENSING & MEMBERSHIP REQUIREMENTS ______________________________

____

PERSONAL QUALIFICATIONS ______________________________

____

What other occupations did you learn about during your visit?

____

How valuable was this visit for you? (circle one number)

5	4	3	2	1
(very valuable)	(valuable)	(somewhat valuable)	(not very valuable)	(not at all valuable)

What suggestions do you have for future programs of this kind? What changes would you suggest? ______________________________

____

____

Title of Community-based Practice: Teacher-Resource Person Certification Sessions

Suggested level for use: Secondary (Middle/Junior High and High School)

Description of the Practice:

Subject area teachers meet with workers in the field related to their subject area to discuss appropriate applications in the classroom, changes needed in the curriculum, and other ideas for relating the classroom and the world of work. This practice is sponsored by a three-county industry - education-labor council.

Sample Objective:

To make specific subjects more meaningful and useful as related to the market place.

Planning Checklist:

Evaluate content of each subject, source or curriculum to determine if is meeting the requirements and needs of local employers. Educators contact community resource people directly and/or through a third party such as as Council or Chamber of Commerce Education Committee.

Resources Needed:

Community resource people who are actively engaged in occupations that require the needed academic subject. Example: Secretary -- Spelling, sentence structure, ability to file, converse with management personnel and customers.

Procedures for Gaining Support of the Practice:

Contact school principals and teachers. Sell them the idea of meeting with resource people who are knowledgeable and willing to help in the improvement of content of any subject being taught in the school system.

Possible Barriers to Implementation:

Unwillingness of principals and teachers becoming involved with community resource people. Feel they do not seek input or help.

Management Considerations:

Business, industry and labor are always willing to help if educators will only ask for input and help.

Evaluation Procedures Recommended:

Feedback from involved teachers and resource people

Other Pertinent Information:

Educators normally will not make the first move to evaluate subjects taught and content with community resource people. Therefore, the idea has to be discussed with principals, curriculum directors and teachers by resource people having contact with educators.

Source of this Practice:

Paul B. Musgrove, Executive Director
Tri-County Industry Education Labor Council
Room 133B, Illinois Central College
East Peoria, Illinois 61635

(309) 694-6418

Title of Community-based Practice: Exchange/Internship

Suggested level for use: secondary level educators

Description of this practice:

This is a variable -- one day to three weeks -- practice for junior and senior high school staff members. The visit/observations last from one to five days coupled with the internships ranging from ten to twenty days.

Sample Objective:

To promote greatness of the community as a resource for the school.

Planning Checklist:

Presentation of the opportunities to school and community groups

Completion of application forms for the task force

Review of applications for approval or denial

Selection of exchange sites

Resources Needed: A community and school task force

Procedures for Gaining Support of the Practice:

Administration, business organization, and labor union support

Use of inventories for staff involvement, such as local credit and substitute teacher help

Possible Barriers to Implementation:

Scheduling

Getting the word out

Management Considerations: some costs

Evaluation Procedures Recommended:

Participant reactions

Following instructional practices

Other Pertinent Information:

A detailed description of the program has been published by the Minnesota Department of Education: A Model for Career-Related School-Community Exchanges and Internships, Roseville Public Schools and Minnesota Department of Education, 1977.

Source of this practice:

Dr. Arnold Benson, Project Director
Roseville Area Schools
District Center
1251 West County Road, B - 2
Roseville, Minnesota 55113

633 - 8150

IX

Title of Community-based Practice: Project Shadow

Suggested level for use: K - 12 teachers

Description of the practice:

This Wisconsin inservice practice is sponsored by a local business and education coordinating council assisted by local Rotary Clubs. Held during the summer, it is designed to enable teacher-participants to shadow a business person for four to eight hours to gain a better understanding of the business visited.

Sample Objective:

To increase awareness and understanding of a business operation/management

Resources Needed: Community cooperation

Procedures for Gaining Support of the Practice:

Others telling about their experience

Information in newsletter

Provide credit

Management Considerations: Time to organize and perform follow up activities

Evaluation Procedures Recommended:

Integration of new material into the curriculum

Source of this practice:

Audrey Lehman
Business and Education Coordinator
Business and Education Coordinating Council
615 E. Washington Avenue
Madison, Wisconsin 53703
608 - 257 - 2828

Title of Community-Based Practice; Business and Education Exchange

Suggested level for use: Secondary-level educators

Description of the practice:

A local California school district's secondary school personnel may learn more about the business world and business persons may learn more about the operations of the schools through this exchange practice begun by the local chamber of commerce. The time of each session is variable from company to company, but a generalized format is followed by all.

Sample objectives:

To expose secondary teachers and counselors to the current career and job opportunities available in a specific business/industry

To enable business representatives to visit schools to learn of the current educational programs occurring and and how they may assist in updating information.

* Planning Checklist:

Maintain a master calendar of visitations.

Send applications to all secondary principals.

Assign on first come, first served basis.

Assign according to interest areas.

Send letter of assignments to teachers and company (with copies of their resumes).

* See detailed planning checklist

Resources Needed:

Many companies are needed for participation.

Procedures for Gaining Support of the Practice;

Publicize in business newspapers.

Publicize in school newspapers.

Possible Barriers to Implementation:

Lack of administrative support for teachers or counselors to be released from school for participation (average number of days away is three).

Management Considerations:

Keep accurate account of assignments (number of days, dates, times, company assignments).

Evaluation Procedures Recommended:

All participating teachers/counselors, company representatives, and company representatives who have visited schools should complete evaluations.

Other Pertinent Information:

This particular program is co-sponsored by the Los Angeles area Chamber of Commerce by providing a committee that does most of the company soliciting.

Source of this practice:

Name Ms. Eiko Moriyama, Coordinator

School/College/Other Organization Los Angeles City Unified School District

Address 1646 South Olive Street, Room 211

Los Angeles, CA 90015

Telephone 213 - 625 - 6427

PLANNING SUGGESTIONS AND CONSIDERATIONS
FOR
BUSINESS AND EDUCATION EXCHANGE PROGRAM

The primary purpose of BEEP is to provide teachers and counselors in secondary schools with opportunities to expand their knowledge of and insights into assisting and emerging career opportunities in order to assit young people more effectively in planning for the future.

I. Preliminary Phase

A. Research agreement with company or organization representative to participate.

B. Identify a program coordinator.

C. Conduct an inventory to determine:

1. Divisions, sections, units, etc. to be involved.

2. Visitation schedule.

3. Number of interns per session.

4. Special conditions (safety, parking, etc.).

D. (Optional) Develop and secure approval for a program budget (e.g., cost of printed material, to include agendas and information on the company, specific job descriptions, employment trends, and benefit programs, and any cost of items).

E. Submit finalized visitation program to Los Angeles Chamber of Commerce representative. This brief statement will summarize:

1. Highlights of visitation activities (one or two paragraphs).

2. Maximum number of interns permitted per session.

3. Total number of interns and schedule for each session.

4. Parking and reception procedures.

5. Special requirements or suggestions, e.g., no cameras, bring notebooks, etc.

II. Company or Organization Staff Preparation Phase

A. Prepare and publish an article about the BEEP Programs in a house organ.

B. Conduct a briefing session for all employees who will have contact with interns. Discussion should include but not be limited to:

1. The career awareness and information objective of the BEEP Program.

2. Suggestions concerning projecting the proper company image.

3. Feedback and evaluation procedures.

4. Need to prepare a facility and self for each intern visit.

5. Overview of total BEEP effort within the organization.

6. Acknowledgment and recognition of employee's role and contribution to the interns' knowledge of the "real" work of work.

C. Complete and finalize administrative details.

III. Intern Visitation Phase

A. Suggested Event Sequence.

1. Company or organization representative makes arrangements by telephone with interns.

2. Company representative welcomes interns at prearranged reception and clearence area.

3. Brief overview is provided, which may include:

   - Historial background of company.

   - The mission of the organization and how that mission evolved or was determined.

   - The current major functions of the company.

   - The organizational structure that has been developed.

   - Delineation of the activities arranged for interns' observation, examination, and study, including reasons for selecting this combination of activities.

   This overview should be followed with a brief question period and with any appropriate specific details.

4. Visitations to specific work stations should be designed to provide an opportunity for interns to:

   - Learn how specific jobs contribute to the total enterprise.

   - Learn what jobs interrelate, and how.

   - Learn about actual working conditions.

   - Observe typical and unique operational procedures.

- Learn about job entry requirements.
- Learn about opportunities for entry and career advancement.
- Gain insights concerning recommended educational experiences.
- Examine materials used and products produced.

B. Suggestions concerning BEEP Sponsor presentations.

1. Decide what you expect to do and how much time you will allocate for your presentation.

2. Review sume of each intern (provided by BEEP Office).

   Each intern's experiences and interests will be different. Your knowledge will help you to adapt your presentation most effectively.

3. Involve the interns immediately in your introductory segment.

   - Relate your topic to each intern's immediate experience and concerns.
   - Show a connection between your topic and the work they do in school.
   - Let them know how your information could be useful to them as well as to their students.

4. Maintain interest during your discussions.

   - Don't rush.
   - Use audio-visual aids or other media.
   - Display or demonstrate tools and equipment.
   - Involve the interns actively whenever possible.

5. In your concluding remarks, encourage the intern to explore further and obtain additional information.

6. Conduct a question-answer session if you feel that the time can be properly used to clarify issues or correct misconceptions.

7. Allow time to circulate any items you have to share. By waiting until you have completed your presentation, you will avoid the risk of competing with your own materials.

Secondary
Cross Reference Index

(those practices in another category but also applicable to this one)

IV 34	Library/Learning Center Career Week (E)
IV 38	Person for a Day (E)
I 46	Home-based Career Guidance--"Career Education and Your Child" (E)
I 81	Career Education Corners (E)
III 14	Day of Discovery (E)
III 12	Career Clue In Workshop (E)
III 16	Super Summer (E)
VIII 4	Moving Job Fair (E)
II 20	Extended Lunch -Hour Career Tutoring (E)
I 34	Portable Telelecture Unit (E)
IV 53	Career Events of the Month (P)
IV 15	Summer Job Fair Camp Day (P)
I 61	Video taped Careers (P)
III 8	Small Group, Week Long Quest Activity (P)
VI-23	Industrial Exploration Day (P)
VIII-12	Plan Van (P)
VIII-14	Careers on the Move (P)
II-17	Alumni Sharing Knowledge (P)
I-31	One-to-Three-Day Workshop (P)
I-38	"Catch" Career Information (P)
I-39	Career Breaks (P)
II 46 -	Student Resources used to show Relationship of Hobbies to Careers (E)
II 46-	Three-Emphasis Senior Citizen Volunteers (E)
IV-30	Mini Career Days (P)

E-- Elementary

P-- Post Secondary